

Aledo Independent School District
Vandagriff Elementary
2021-2022 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 oldest of six elementary schools in Aledo ISD with separate buildings built in 1937 (gym), the mid 50's (annex), and mid 60's (main building which has doubled in size with an addition in the 90's). The combination gives the campus a unique character for its 645 students. Currently the student population is 77% Anglo, 18% Hispanic/Latino, 1% Black or African American, 1% Asian, American Indian, Alaskan Native, Native Hawaiian/other Pacific Islander, 3% two or more races. 11% of our students are economically disadvantaged. 10% of students receive Special Education services and 2% receive ESL services. The overall attendance rate for 2020-2021 was 97%. Vandagriff's pupil to teacher ratio is 16 to 1. There are 54 faculty members including 30 homeroom teachers.

Vandagriff's motto is "Inspiring students, Capturing hearts, Growing minds." There is a successful balance between academics, the arts and extracurricular opportunities. When not under Covid-19 restrictions, we offer UIL, Student Council, Safety Patrol, Kid's Beach Club, Art Club, and Runner's Club. 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
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism (when not under Covid-19 restrictions)

Needs:

- Close achievement gap in math and reading for all students
- Maintain 97% or above attendance rate
- Improve overall writing performance with critical writing using Thinking Maps
- Increase use of high yield formative tasks, high level questioning, 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.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T classes, while ESL and 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. Before and after school 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 DRA and mCLASS to determine reading levels and all grades use Lexia as an online supplemental resource. Ongoing formative and summative assessments are utilized in grades 3-5 for all 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, English Learners, and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA, mCLASS, MAP Growth, and online supplemental resources such as IXL and Lexia Core 5 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
- Faculty devoted to learner-centered instruction
- Strong student counseling program

Needs:

- 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 1 funding utilized for homeless student supplies-\$1,511
- Title 2 funding utilized for professional learning-\$5,632
 - social-emotional learning for staff to impact campus culture and achievement
- Title 3 funding utilized as identified by campus ESL teachers in the following areas
 - ESL students-supplies and tutorials-\$17, 189
- Title 4 funding utilized for Capturing Kids Hearts-\$21,328

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Inspiring students, Capturing hearts, Growing minds”. 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. Vandagriff staff has been further trained with Capturing Kid’s Hearts through their Process Champions program, forming a partnership with colleagues and community to build trusting relationships. 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. An iron-clad partnership with Aledo AdvoCats helps to strengthen the confidence of all of 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.

Vandagriff has implemented calming techniques for students with anxiety and our counselor leads groups to meet with students dealing with grief or divorced parents. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. 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. It’s 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 always have access to the school counselor on a daily basis. 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. Students are reminded of their impact and positive influence at Vandagriff through our Heart at Work certificates, outstanding students, attendance recognition, as well as the Vandagriff Graduate Scholarship. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

School Culture and Climate Strengths

- Warm, friendly atmosphere
- Safe community and school environment
- Faculty committed to students
- Family involvement in school events
- Expansion of the Watch D.O.G.S. program to involve more fathers and male mentors on campus

Needs:

- Expand participation of the under-represented parents and families

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 52 professional staff members and 4 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, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- 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 and development that supports under-performing students
- Need for continued ESL certification for new teachers

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 ESL teacher and Dyslexia teachers 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 Balanced Math approach is implemented in K-5 classes. This approach mirrors the Guided Reading models 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 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, Envision, IXL, MAP growth, and Reflex Math.

An authentic literacy approach is implemented in K-2 classes. Students are assessed to determine reading level 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 with Fountas and Pinnell materials, 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 and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators.

Periodic assessments are given to students in grades 3-5 in math, reading, science and writing to determine mastery. DRA is given three times a year to students in K-2, as well as mCLASS to identify student needs in reading and ELA. 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, 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.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, Vandagriff staff noticed there was not consistent evidence of pre-planned High Level Questions that lead to strong Academic Discussion. **Root Cause:** Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed (ex: incorporate Kagan Structures into lesson plans).

Problem Statement 2 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus overtime on research-based instructional practices are needed.

Parent and Community Engagement

Parent 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. 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.

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 service men and women, which will be virtual this year. With COVID restrictions, we will celebrate moms/sons, and daughters/fathers, AdvoCats Run/Walk/Crawl Fun Run, Family Night at Fort Worth Museum of Science and History, Curriculum Night, and host a Scholastic Book Fair in creative ways.

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.

Parent and Community Engagement Strengths

- LMS, teacher websites 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

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

School Context and Organization

School Context and 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 32 homeroom teachers in grades K-5. The Special Education department has 2 full time teachers, one speech therapist, and one part-time educational diagnostician. There are three specialty teachers: PE, Music and Art and 2 Dyslexia teachers, one part-time Gifted and Talented teacher, one part-time ESL teacher, and a PE aide. The support staff includes the principal, assistant principal, instructional specialist, early literacy specialist, special education instructional specialist, an interventionist, counselor, nurse, librarian, one PEIMS clerk, and one 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 Site-Based Planning Team which functions as the foundation for school planning, collaboration, and site-based decision making. Beautification, Professional Learning Communities, Authentic Literacy, 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. Third, fourth and fifth grades work together in teams of two or three, and 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.

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.

School Context and Organization Strengths

Strengths:

- Committed and engaged teachers and staff
- Learner-centered
- Student focus

Needs:

- Professional learning in support of all student groups.
- Improvement in WiFi accessibility and performance

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 ClassFlow and Active Inspire Software, and teacher iPads. Kindergarten students have iPads, and students in grades 1 through 5 have Chromebooks. The technology department has worked diligently to ensure all students have a device to utilize.

The staff has embraced and integrated the Promethean board technology and software, and all teachers use this on a daily basis. 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, Canvas, SeeSaw, Webex, Social Media (#growinggreatness), Google Sites for teacher websites, Twitter (#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.

Technology Strengths

- Promethean Boards and software as well as iPad and/or Chromebooks in each classroom
- Utilization of iPads/Chromebooks
- A district committed to increasing technology integration
- Lessons planned with Promethean Board interaction
- Blackboard, Eduphoria, Google Drive, Twitter (#aledomindset), Instagram, Facebook and Assessment Programs
- LMS - required to update weekly

Needs:

- Greater need for implementation and integration of student use and appropriate application of technology within instruction
- Need for student practice of appropriate digital citizenship
- Ongoing training for digital use of products and updates

Priority Problem Statements

Problem Statement 1: After an analysis of district data, Vandagriff staff noticed there was not consistent evidence of pre-planned High Level Questions that lead to strong Academic Discussion.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed (ex: incorporate Kagan Structures into lesson plans).

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Root Cause 2: Alignment and consistent focus overtime on research-based instructional practices are needed.

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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Vandagriff Elementary will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.





Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Vandagriff will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time by June 2022.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews


Strategy 1 Details	Reviews			
<p>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, and So That I Can, with fidelity, by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: Professional Learning Community Actions


Performance Objective 1: By June 2022, 88% of the Vandagriff collaborative teams campuswide will rate at the "Developing" level on the PLC at Work Continuum: Learning As Our Fundamental Purpose.


Evaluation Data Sources: Ratings on the PLC at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 88% of Collaborative Teams campuswide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 93% of the Vandagriff collaborative teams campuswide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.





Evaluation Data Sources: Ratings on the PLC at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 93% of collaborative teams campus wide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
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Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 85% of the Vandagriff collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





Evaluation Data Sources: Ratings on the PLC at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 85% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2022</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Vandagriff 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.

Performance Objective 1: The Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.





Evaluation Data Sources: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments.</p> <p>B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p>Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Vandagriff 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.

Performance Objective 2: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2021-2022 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2021-2022 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including;</p> <ol style="list-style-type: none"> 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes <p>D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.</p> <p>Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Route Coordinator Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Stephanie Maroney	Principal
Administrator	Amanda Sudderth	Assistant Principal
Non-classroom Professional	Lindsay Garrison	Counselor
Non-classroom Professional	Katie Graves	Instructional Specialist
Paraprofessional	Kelly Ballengee	Paraprofessional
Classroom Teacher	Michelle Pair	SPED Co-Teacher
Classroom Teacher	Brittney Flores	5th Grade Teacher
Classroom Teacher	Jessica Hull	4th Grade Teacher
Classroom Teacher	Catharine Clay	3rd Grade Teacher
Classroom Teacher	Kim McCluer	2nd Grade Teacher
Classroom Teacher	Cathy Remigio	1st Grade Teacher
Classroom Teacher	Lauren Stockon	Kindergarten Teacher
District-level Professional	Scott Kessel	Executive Director of Student Services
Business Representative	Chelsea Alexander	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

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	*Local Education Agency Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. Dropout Prevention	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction Executive Director of Student Services and Safety CTE Director Secondary Principals Counselors	Course Handbook/Selection Materials Web based resources
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 		<p>Curriculum and Instruction</p> <p>Executive Director of HR</p>	
<p>11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children</p> <ul style="list-style-type: none"> • Sexual abuse • Sex trafficking 	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Deputy Superintendent</p> <p>Executive Director of Student Services and Safety</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ○ Trauma-informed care ○ Trauma-informed training for all staff • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Student Services and Safety</p> <p>Counselors</p>	<p>The school will follow Board Policy FFB and FNF.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Deputy Superintendent Executive Director of Student Services and Safety Campus Administrators Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented <ul style="list-style-type: none"> • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training 	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)