

Aledo Independent School District



Vandagriff Elementary

2026-2027 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

Summary

Vandagriff Elementary School is one of seven elementary campuses in Aledo ISD. With an enrollment of over 649 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% Hispanic/Latino, less than 1% Asian, American Indian/Alaskan Native, Black or African American, or Native Hawaiian/Other Pacific Islander, and 2.5% identifying as two or more races. Eleven percent of students are economically disadvantaged. Additionally, 25.3% of students receive special education services, 10% are identified with dyslexia, 12% are served through the Gifted and Talented program, and 3% receive ESL services. The overall attendance rate for the 2025–2026 school year was 96%. Vandagriff's pupil-to-teacher ratio is 22:1, with a total of 64 faculty members, including 30 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 continues to demonstrate strong academic achievement, earning an overall accountability rating of A (91) and a Student Achievement score of 93 for the 2025–2026 school year. Vandagriff Elementary earned the 2026 Texas Education Agency distinction designation for Academic Achievement in Mathematics, demonstrating strong performance in advanced mathematics achievement across grades 3–5. The campus placed in the top quartile on three of four eligible indicators for this distinction. Moving forward, Vandagriff will continue to strengthen mathematics instruction while applying effective instructional practices across reading, science, and student groups to improve overall academic achievement and address areas for growth.

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 resource 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 Elementary has successfully implemented the VandaCats L.E.A.D. behavior initiative, establishing clear and consistent behavioral expectations across all campus settings. The campus has focused on embedding L.E.A.D. expectations into daily classroom instruction, lessons, transitions, and all other school environments to promote positive student behavior and maximize instructional time. Moving forward, Vandagriff will continue to strengthen Tier 2 and Tier 3 behavioral supports, including the development and implementation of Behavior Academies, to provide targeted interventions and individualized support for students who need additional assistance. These efforts are designed to foster a positive, supportive learning environment where every student can thrive academically, socially, and behaviorally.

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.

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
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.
- Title I District Homeless \$1,900
- Title II \$2,640
- Title III ELA District \$23,734

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 training is provided to all volunteers 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. The 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 its 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
- Improved Watch DOGS participation

Staff Quality, Recruitment, and Retention

Summary

Vandagriff Elementary employs 50 professional staff members and 7 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 training 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) training, RtI training, Safety and Security sessions, Volunteer 101 training, and instructional strategy workshops such as Thinking Maps and Write from the Beginning and Beyond. 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
- 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. Instruction is intentionally designed to incorporate 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 district-wide scope and sequence is developed by instructional cadres representing each school. Curriculum documents are currently being refined by the district and serve 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, emphasize 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/English Language Arts (RLA).

Instructional resources are selected to address students' developmental needs across grade levels. In grades K–2, phonics and phonemic awareness skills are taught using the Really Great Reading curriculum, Benchmark decodable readers, Heggerty, and Savvas MyView Literacy. Writing instruction in these grades incorporates the Aledo Writing Blueprint and Really Great Reading. In grades 3–5, RLA teachers use the Aledo Writing Blueprint, Savvas MyView Literacy, and Patterns of Power to strengthen writing, grammar, and language skills. StoryWorks is also used in grades 4–5. Additional resources include Amplify Math and IXL for math, Savvas for science, and Studies Weekly for social studies.

A Workshop Model is implemented in grades K–5, allowing teachers to provide individualized, intensive instruction in small groups while incorporating the district's Fundamental 5 initiative. Teachers use formal and informal assessments to identify student strengths and areas of need, monitor progress in foundational skills, fluency, and comprehension, and determine appropriate intervention and enrichment groups for daily WIN (What I Need) time.

A variety of assessment tools provide evidence of student achievement and inform instructional decisions. These include common assessments, mCLASS, Really Great Reading Playground, mCLASS Math, MAP, and IXL Reading and Math. MAP assessments are administered three times per year in RLA and math, while mCLASS assessments are administered three times per year to students in grades K–3 to identify reading and ELA needs. Formative and summative assessments in math, reading, science, and writing are also administered in grades 3–5 to determine mastery levels. Teachers regularly review assessment results to identify students who need remediation, organize targeted small-group or individualized instruction, and adjust instruction to address learning needs.

Science and social studies instruction emphasizes engaging, hands-on, and project-based learning experiences. The science curriculum, developed collaboratively by teachers and the district science specialist, integrates STEMscopes, Savvas, and Argument-Driven Inquiry (ADI) resources to support TEKS alignment and effective instructional practices. In fourth- and fifth-grade social studies, teachers use Document-Based Questions (DBQ) to strengthen critical writing and reinforce connections with RLA instruction.

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

Teachers and grade-level teams collaborate to develop lesson plans aligned with the TEKS, district curriculum guides, assessments, and research-based interventions. Teachers and administrators meet weekly to discuss instructional practices, including what is being taught, how it is being taught, how to respond when students do not learn, and how to extend learning for students who have mastered the content. This collaborative process guides instructional decisions, identifies students who need additional support or enrichment, and promotes 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
- Emphasis on systematic extension opportunities for students already mastering content

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 Veterans 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 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 the 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 30 homeroom teachers in grades K–5. The Special Education department includes three full-time co-teachers and one full-time paraprofessional, two Structured Learning Classroom (SLC) teachers, five 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 fourth year and is staffed by two certified Special Education teachers and five 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 to incorporate 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, Skyward, Eduphoria, ParentLink, ParentSquare, Canvas, Webex, Raptor, InformaCast, Facebook (#growinggreatness, #VandaVibes), 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 teachers' and administrators' ability 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.

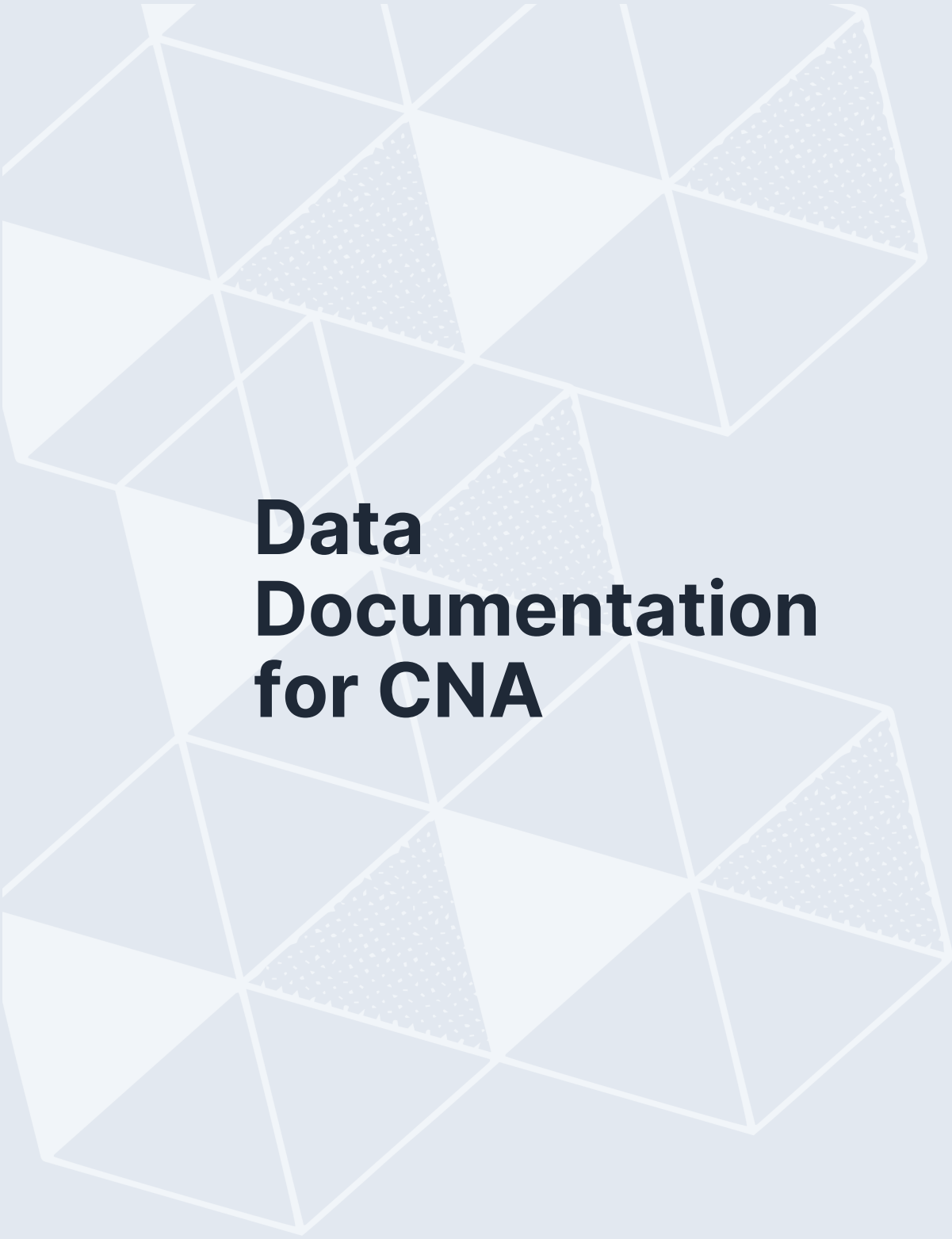
New technology has significantly improved overall safety and security at Vandagriff. Raptor is used to track students, staff, and visitors in real time during safety drills and events. InformaCast allows administrators to instantly initiate safety protocols, automatically locking doors, alerting emergency 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
- Skyward, Eduphoria, Google Drive, Instagram, Facebook and Assessment Programs
- Go Guardian

Needs:

- Dedicated time for student engagement in keyboarding instruction
- Ongoing training for digital use of products and updates



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 2027.

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 2027.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June
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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 2027.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June
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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 2027.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June
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Performance Objective 2 **High Priority**

Vandagriff will implement and utilize clear classroom expectations/L.E.A.D Matrix in 95% of classrooms, by June 2027.

Evaluation Data Source: Daily Impact Walks

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2027, 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 2027.

Staff Responsible for Monitoring: Collaborative Teams

Instructional Specialist

Campus Administration

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

By June 2027, 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

*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.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration

June

By June 2027, 91% of the Vandagriff collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

*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.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration

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

By the end of the school year, Vandagriff will increase the daily average attendance rate from 96% to 97%

Evaluation Data Source: Vandagriff Elementary will improve student attendance rates by strengthening communication systems and partnerships with families to provide clear, consistent, and responsive information that builds trust, promotes engagement, and supports student success. The campus will also utilize systematic student rewards and incentives, such as 10 for 10 and Strive for Five, to recognize and encourage strong attendance and increase the overall campus attendance rate.

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

December	February	April	June
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Performance Objective 2

By June 2027, Vandagriff Elementary will effectively utilize the Behavior Guiding Coalition (BGC) to systematically identify students who would benefit from additional behavioral support through the L.E.A.D. Behavior Academy. 100% of students identified for the academy will participate in the 3-8 week intervention and, based on progress monitoring and behavioral data, will either successfully exit the program or be referred for Tier 3 intervention and additional individualized support.

Evaluation Data Source: Data utilized to monitor implementation and student progress will include campus behavior data, BGC meeting agendas and documentation, L.E.A.D. Behavior Academy records and progress-monitoring data, and administrative observation data.

Performance Objective 3

By the end of the 2026-2027 school year, Vandagriff Elementary will strengthen and sustain a positive campus culture by ensuring that at least 95% of staff members rate the overall campus culture as "Positive" or better on the End-of-Year (EOY) Staff Survey.

Evaluation Data Source: EOY Staff Survey results, including the percentage of staff rating campus culture as "Positive" or better

BOY/MOY Staff Survey results to monitor progress throughout the school year

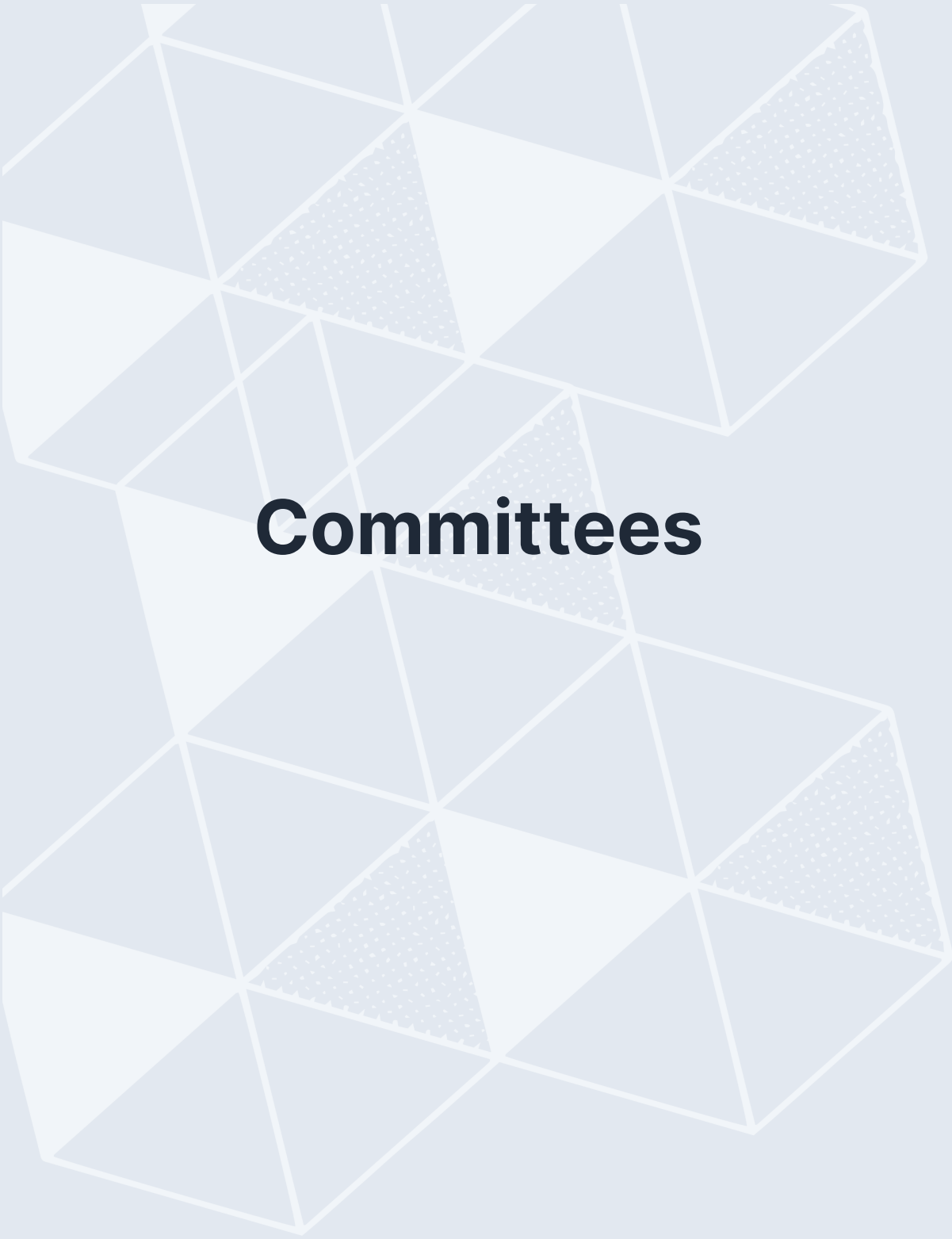
Staff participation and feedback from campus culture surveys, focus groups, and feedback opportunities

Heart at Work recognition data to monitor staff recognition and positive culture practices

Staff attendance and retention data as indicators of staff engagement and campus climate

Administrative observation and walkthrough data related to staff collaboration, engagement, and campus culture

Documentation of campus culture initiatives and celebrations designed to build staff connection, recognition, and belonging



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