

**A Past to Remember – A Future to Mold**

**VANDAGRIFF ELEMENTARY SCHOOL  
CAMPUS IMPROVEMENT PLAN**

**2014-2015**

**“Join Us in a Celebration of Life and Learning.”**

## **Campus Needs Assessment Team**

<b>Stephanie Adams</b>	<b>Principal</b>
<b>David Sweeney</b>	<b>Assistant Principal</b>
<b>Debbie Thornton</b>	<b>Counselor</b>
<b>Pamela Jones</b>	<b>Librarian</b>
<b>Joy Powell</b>	<b>Teacher</b>
<b>Jennifer Grimm</b>	<b>Teacher</b>
<b>Judy Ates</b>	<b>Teacher</b>
<b>Catharine Clay</b>	<b>Teacher</b>
<b>Amy Davis</b>	<b>Teacher</b>
<b>Kim McCluer</b>	<b>SPED Teacher</b>
<b>Dr. Chris Saenz</b>	<b>Parent</b>
<b>Peter Couser</b>	<b>Community</b>
<b>Chuck Mooney</b>	<b>Business</b>
<b>Denise Dugger</b>	<b>Central Administration</b>

**Vandagriff Faculty and Staff**

**Vandagriff Elementary School  
Comprehensive Needs Assessment  
2014-2015 School Year**

## **1. Demographics**

### **Narrative:**

**Vandagriff Elementary School is the oldest of four Aledo ISD elementary schools with separate buildings built in 1939 (gym), the mid 50's (Annex) and mid 60's (main building which doubled in size with an addition in the mid 90's). The combination gives the campus a unique character for its 479 students. Currently the student population is 82% Anglo, 14% Hispanic, and 2 or less percent each for African American, Asian and American Indian. 19% of the students are economically disadvantaged. 6% receive Special Education services, and 5% receive ESL services. The overall attendance rate for 2012-2013 was 95.8%. Vandagriff's pupil to teacher ratio is 20.73 to 1. There are 46 faculty members including 23 homeroom teachers.**

**Vandagriff's motto is "Join Us in a Celebration of Life and Learning." There is a successful balance between academics, the arts, and extracurricular opportunities. We offer TOT, UIL, Student Council, 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 Planning Committee meetings. The Site Based Team is comprised of administrators, teachers, parents, community, and business members. Parent and Teacher Climate Surveys are studied as well as enrollment and attendance data, and discipline referrals.**

### **Strengths:**

- **Student achievement**
- **Professional development**
- **Technology integration**
- **Engaged faculty**
- **Parent volunteerism**

### **Needs:**

- **Closing the achievement gap in mathematics and writing**
- **Closing the achievement gap for Special Education students**
- **Increase the amount of time Special Education students participate in the general education program**
- **Closing the achievement gap for economically disadvantaged students**
- **Insure economically disadvantaged students participate in all state assessments; As reported in the TEA System Safeguards Report**
- **Closing the achievement gap for Hispanic students**

- **Improvement in the over-all attendance rate to 97%**

## **2. School Context & Organization**

### **Narrative:**

**Vandagriff is a K-4 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.**

**There are 23 homeroom teachers in grades K-4. The Special Education department has 2 full time teachers, 3 teacher assistants, 1 speech therapist, 1 speech assistant and one part-time diagnostician. There are 3 ½ specialty teachers: PE, Music, Literacy Coach and two ½ time GT teachers. The support staff includes: principal, ½ time assistant principal, counselor, nurse, librarian, and two secretaries. 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 Education Improvement Committee includes parents, business leaders and community representatives along with the administrators and teachers.**

**Teachers are organized into grade level teams, learning teams, and a Site Based Planning Team. Each grade level has a representative on the Site Based Planning Team which functions as the foundation for school planning, collaboration and site based decision-making. Technology, Beautification, Balanced literacy, Math, U.I.L., Bearcat Response, Student Council, Counseling Advisory and Sunshine committees have been formed to insure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as Trainers of Teachers (TOTs) and members of Response to Intervention (RtI) committees. Third and fourth 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 the regular 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 Development, Assessment, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school to serve students.**

### **Strengths:**

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

### **Needs:**

- **Professional development in support of underperforming student groups**
- **Expand the involvement of fathers on campus**

- More effective and efficient digital and technology communication avenues

### **3. Student Achievement**

#### **Narrative:**

**Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under that new system, Vandagriff was rated at the “Met Standard” level in the areas of student achievement, student progress, closing performance gaps and postsecondary readiness in 2014. Vandagriff also earned three separate distinctions in the areas of academic achievement in Science, top 25 percent student progress, and top 25 percent closing performance gaps. High achievement is a result of quality instruction and appropriate/timely intervention through the integration of Response to Intervention (RtI) processes.**

**Programs are in place to meet the unique and individual needs of students. We have pull-out G/T and ESL classes. Special Education students receive a balance of individual instruction and inclusion. Teachers review student needs with the RtI process and actively implement Tier I interventions. Before, during, and after-school tutorials are provided. Rigorous protection of instruction is supported to insure students have appropriate access to high-level, engaging educational opportunities.**

**Assessment is used to guide instruction. Grades K-2 use The Star Early Literacy Assessment, DRA and Waterford to determine reading levels and literacy needs. A Reading coach provides small group remediation as well as dyslexia services. Ongoing formative and summative assessments are utilized in grades 3-4 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 and Hispanic students.**

**The faculty and site-based committee use STAAR scores, district Benchmarks, the Star Early Literacy Assessment, and DRA data for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI intervention records.**

#### **Strengths:**

- High expectations for excellence
- Faculty devoted to learner-center instruction
- Strong student counseling program

#### **Needs:**

- Staff development focused on the unique needs of underperforming student groups
- Expand technology training with an emphasis on student use and improving communication
- Closing the achievement gap in mathematics and writing
- Closing the achievement gap for Special Education students

- Increase the amount of time Special Education students participate in the general education program
- Closing the achievement gap for economically disadvantaged students
- Insure economically disadvantaged students participate in all state assessments; As reported in the TEA System Safeguards Report
- Closing the achievement gap for Hispanic students
- Improvement in the over-all attendance rate to 97%

#### **4. Curriculum, Instruction & Assessment**

##### **Narrative:**

**Both curriculum and instruction at Vandagriff are TEKS-based. English Language Proficiency Standards (ELPS) are used along with the TEKS. The curriculum is aligned for 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 aligning of the district's curriculum as we are guided by a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Literacy Coach are structured for small group instruction and individual progress and success.**

**A Balanced Math approach is being implemented in K-4 classes. This approach mirrors the Balanced Literacy/Guided Reading model and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental Five initiative. Students are assessed using the STAR Math diagnostic test to determine intervention groups that will be utilized during the math instruction block. A variety of resources are being used to support the mathematics instruction that include but are not limited to AIMS math, Envision, Think Through Math, Successmaker, Waterford, STAAR One CBAs and STAAR resources purchased from Pearson.**

**A Balanced 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.**

**Science and Social Studies use instructional strategies which are high-interest, hands-on, and project based. Science curriculum alignment and instructional practices are aligned as evidenced by strong student performance indicators.**

**Periodic assessments are given to students in grades 3-4 in math, reading and writing to determine mastery. The Star Early Literacy Assessment is given three times a year to students in Kindergarten-2<sup>nd</sup> grade along with at least two DRA assessments. Students needing remediation are grouped for small group or individual instruction.**

**Thinking Maps is a district wide initiative that our teachers use in all content areas to achieve higher levels of thinking for our students.**

**Teachers and grade level teams collaborate to create lesson plans, and campus instruction reflects the use of the TEKS, district curriculum guides, assessment and research-based intervention.**

## **Strengths:**

- **Teacher participation in developing and alignment of the district curriculum, scope and sequence**
- **Assessment results are used to guide and inform instruction**

## **Needs:**

- **Staff development focused on instructional practices to close learning gaps**
- **Research-based interventions for struggling students**
- **Aligned and viable district curriculum scope/ sequence and resources in mathematics**

## **5. School Culture & Climate**

### **Narrative:**

**The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Join Us in a Celebration of Life and Learning.” Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. 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.**

**Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Parents regularly visit students at lunch time and add to our sense of community. Efforts have been made to expand the involvement of fathers with the continued growth and integration of the Watch Dog Dads program. Increased paternal involvement on campus has been a positive and supportive experience for students, staff and the campus as a whole.**

**Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. The fact we use inclusion of special education students in all facets of our school life is embraced by students and parents. The overall feedback during Meet the Teacher, PTO meetings, Curriculum Night, 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 to be engaged in learning, and enjoying the learning environment.**

**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 every morning, safety patrol, and participate in community service projects through the year, such as food and clothing drives for the Center of Hope – a community aide organization. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.**

### **Strengths:**

- Warm, friendly school atmosphere
- Safe community and school environment
- Faculty committed to students
- Family involvement in school events

**Needs:**

- Increase student leadership and service opportunities
- Student input and participation in campus improvement; student surveys
- Expand the Watch D.O.G.S. program to involve more fathers on campus
- Expand the participation of underrepresented parents and families

## **6. Technology**

**Narrative:**

**Technology is one of the greatest assets of the district and campus. Training will continue to be needed for new programs and equipment. Opportunities for the integration of new technology applications and programs is both welcomed and supported.**

**Each classroom is equipped with a teacher laptop, a Smart Board, and four Extenda student computers. We deployed laptops to dedicated classroom labs, from computer carts, to provide additional computer lab access. Each laptop lab is equipped with 25 laptops, Smart board, and projector. Teachers may also check out Smart Response “clickers” for students to provide immediate recorded responses. Ipads were purchased in 2013, and teachers check out class-sets to provide technology integrated lessons in a variety of settings.**

**The staff has embraced and integrated the Smart Board technology. All teachers are using Smart Boards effectively. New strategies are shared with colleagues. Teachers record the proficiency level in the State STAR Chart system each year.**

**School Fusion, Eduphoria, Parent Link, and improved assessment instruments have been integrated into our campus practice. School Fusion 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 current and future technology needs of the school are managed by the Campus Technology Committee. The Vandagriff Technology Committee will guide and direct our campus technology plan, and make decisions regarding the distribution of new technology and program access. The Aledo ISD technology department has been helpful in providing timelines for district installations and service, and therefore they play a key part in the planning for the future.**



## **Strengths:**

- **Smart Boards and Extenda computers in each classroom**
- **Utilization of Ipads**
- **A district committed to increasing technology integration**
- **Lessons planned with Smart Board interaction**
- **School Fusion, Eduphoria, and Assessment Programs**

## **Needs:**

- **Student use and application of technology within instruction**
- **Training on updates and new technology**
- **Integrated technology lessons across the curriculum**

## **7. Family & Community Involvement**

### **Narrative:**

**In recent years, the Vandagriff community has had a relatively stable population. The one 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 cafeteria, on campus, and in work rooms. Parents and relatives fill the cafetorium for each grade level performance and program.**

**The Watch D.O.G.S. program is active and growing and as a result, fathers 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 as well as serve as positive male role models for our children, most especially for our neediest students.**

**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. This is the fifth year the campus will host and honor our grandparents with a Grand Parents' Day gathering. This will be the 2<sup>nd</sup> annual Movies with Mom night and Daddy Daughter dance hosted by our Student Council. We also have Phoebe our comfort dog that visits our campus and students in need.**

**PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership team.**

### **Strengths:**

- **School Fusion website and parent e-mail groups**
- **Strong family support for our students**

## **Needs:**

- **Continue to increase the involvement of fathers on campus**
- **Increase the involvement of underrepresented parents and families**
- **Increase community involvement on campus**
- **Expand technology based communication avenues**

## **8. Staff Quality, Recruitment & Retention**

### **Narrative:**

**Vandagriff Elementary has 40 professional staff members and 6 paraprofessionals. All of the professional staff is highly qualified.**

**As a Title I School-Wide Campus, Vandagriff receives funds for staff development from Title I (\$1,631.00) and Title II (\$5,625.00) allotments. In addition, the district receives Title 3 (\$13,126.00) funds. Title I funds support training in the core subject areas and assessment. Title II funds are used to support other professional development such as *Capturing Kids' Hearts, Balanced Literacy, Reading Academy, Science and Math* conferences. Teachers may also attend training presented by ESC Region XI and other professional development opportunities which align with and support the Campus Improvement Plan and the district's curriculum scope and sequence.**

**The Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special ed. 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 is taught on a Trainer of Teachers (TOT) basis.**

**The district offers a wealth of training opportunities in the summer. Professional development offerings include training in Balanced Literacy, Aledo Writing Process, Gifted and Talented education, and Technology applications. Professional Development schedules and records of attendance and completion are used to document staff development.**

### **Strengths:**

- **100% highly qualified professional and paraprofessional staff**
- **Faculty collaboration and learning focus**
- **District professional development support**
- ***Capturing Kids' Hearts, Balanced Literacy, Science and Math Conferences, and Reading Academies***

### **Needs:**

- **Campus-wide training in support of underperforming student groups**
- **Expand the number of teachers gaining ESL Certification**
- **Aligned professional development in support of campus and district goals**

## 2014-2015 Vandagriff Elementary Campus Strategic Plan

**District Priority #1: Learning – Vandagriff Elementary will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Vandagriff Elementary will align all curricula and instruction to reflect appropriate rigor and maximize student success to improve both math and writing performance, and close achievement gaps of underperforming student populations.	Campus Administration, Campus Horizontal/Vertical teams	Eduphoria, Success Maker, Scope & Sequence Year at a Glance Documents TTM Waterford Istations	2014-2015 school year; as data becomes available	STAAR Results, Data Tables, TAPR, AMAO Results, Dana Walk Data, Lesson plans, Federal report card	Comparison of reports and objectives annually by sub groups	PD CAN A C
1.2 Vandagriff Elementary will identify and implement an appropriate set of effective instructional strategies to support the integration of laptops, Ipads, and Smartboards by staff and students.	Campus Administration, Campus Staff	Instructional Technology, All Classroom and Special Ed staff	August 2014 – June 2015	RtI Campus documentation, Progress Monitoring Data for Individual Students, Lesson plans, Professional Development	PDAS, Dana Walk data, Professional Development Sign in sheets & agendas, STAR Chart	PD C
1.3 Vandagriff Elementary will provide a variety of co-curricular activities, including UIL, Student Council, Runner’s Club, Book Club, Spelling Bee, and TOT for enrichment with a high level of student participation.	Campus Administration, Campus staff	UIL coaches, Sponsors	August 2014- June 2015	Enrollment numbers in activities (UIL, STUCO) Rosters from programs	Increased attendance, Academic achievements, UIL Recognition at district level	PI C R/R
1.4 Vandagriff Elementary will provide support programs, including GT, ESL, Special Education, Dyslexia and RtI programs to meet the diverse needs of all learners, and reduce the number of students removed from general education settings. Efforts will be made to insure the participation of all students, including economically disadvantaged students, in all State assessments cycles.	Campus/District Administration, Campus staff	GT Specialists, SE staff, ESL staff 504, RtI Team Tutoring Successmaker Waterford TTM Istations	August 2014 – June 2015	GT Differentiation documentation forms, RtI Campus documentation, Progress Monitoring Data for Individual Students, Class Rosters	TAPR, AMAO, Special Ed, 504, GT annual reports, TELPAS reports, RtI documentation	C PI HQ

1.5 Vandagriff Elementary will emphasize the importance of student attendance, and reduce the number of absences and tardies on our campus.	Campus/District Administration, Campus staff	Local Funds, Site Based Planning Committee	August 2014- June 2015	Written Campus plans, PEIMS data, Site Based Agendas	Increased attendance, Academic achievements	C PI M
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**Title I Schoolwide Components:** CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs **Assessment:** TAPR = Texas Academic Performance Reports, AMAO = Annual Measurable Achievement Objectives, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**District Priority #2: Safety – Vandagriff Elementary will maintain a safe and orderly environment.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Vandagriff Elementary will follow emergency communication system processes, so employees and students are prepared to respond to an emergency situation at any time.	AISD Police, Campus Administration, Campus Staff, Technology, Maintenance/Operations	AISD Police Local First Responders Local funds Grants Edwards Risk Management Bearcat Response Team	June 2014 – July 2015	Written campus plans, Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Vandagriff Elementary will establish procedures for students and staff to report and respond to safety needs and concerns. Those procedures will be communicated in writing, and will be posted to the campus website.	AISD Police, Campus Administration, Campus staff	AISD Police SHAC Edwards Risk Management	June 2014 – July 2015	Written plans on website, Student/teacher handbooks	Teacher, Parent Survey Results	CNA
2.3 Vandagriff Elementary will ensure compliance with all governmental safety regulations by conducting all required drills, and documenting compliance.	AISD Police/Maintenance, Campus Administration	AISD Police/Maintenance TASB Resources Edwards Risk Management Safety Folders Asst. Principal	August 2014 – July 2015	Written documentation demonstrating compliance	All campus buildings and procedures will meet regulations	CNA
2.4 Vandagriff Elementary will communicate, adhere to, and enforce the guidelines outlined in the Student Code of Conduct.	Campus Administration, Site Based Planning Committee Campus Staff	TASB Legal Services PEIMS data	August 2014 – June 2015	Discipline data for each campus/district in PEIMS, Site Based Agendas	Decreased discipline referrals	CNA

2.5 Vandagriff Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and participate in a safety awareness month to practice safety protocols.	Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II (\$5,625.00) funding CATCH Local funds AISD Police Edwards Risk Management Aledo Fire Bearcat Response Team	August 2014- June 2015  Cyber Safety Week  Red Ribbon Week	District/Campus Calendar of Events, Campus drill documentation	Lesson Plans for Red Ribbon & Cyber Safety & CATCH	CNA PD
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**Assessment:** TAPR = Texas Academic Performance Reports, AMAO = Annual Measurable Achievement Objectives, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Vandagriff Elementary.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Vandagriff Elementary will provide multiple platforms of communication for our parents and community, including the Vandagriff website, teacher and staff websites, parent newsletters, Social Media venues, Parent Link messages, and announcements in the Community News.	Campus Administration, Technology, Webmaster, Campus Staff	IT Department Campus Website Federal & State Local funds Social Media Sites	Aug 2014 – July 2015	Documentation of communication, Web status	Increased utilization of a variety of communication methods, Parent feedback, Parent survey, Website analytics	PI PD
3.2 Vandagriff Elementary will provide multiple programs for parent and community involvement, including PTO, Site Based Planning Committee, STUCO, WatchDOGS Dads, Mentors, and Campus Volunteers.	Campus Administration, Counselor, Campus Staff	Site Based Planning Committee State & local funds Watch DOGS PTO	Monthly 2014 – 2015	Sign in sheets, Campus calendars of events	Increased parental involvement at the campus level, Community feedback, Parent survey	PI
3.3 Vandagriff Elementary will provide public communication forum opportunities and continue to work with parents to garner support for the mission and goals of the campus by facilitating Meet The Teacher, Title One Meeting, Curriculum Night, Site Based Planning Committee, and Parent Conferences.	Campus Administration, Counselor, Campus Staff	Site Based Planning Committee Federal funds Local funds	Aug 2014 – July 2015	Documentation of attendance at meetings, Calendar of events, Website	Attendance at public meetings, Sign-in sheet, News release, Parent survey	PI

3.4 Vandagriff Elementary will continue to build positive relationships with parent and school organizations through the support of PTO, Watch Dog Dads, volunteers, and the Site Based Planning Committee.	Campus Administration, Campus Staff	PTO, Site Based, Watch DOGS, Local funds	Aug 2014 – July 2015	Parent surveys	Increased results for parent survey	PI
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**District Priority #4 Human Resources – Vandagriff Elementary shall recruit, hire, train, and retain a highly qualified staff.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Vandagriff Elementary will maintain 100% fully certified and highly qualified staff throughout the campus.	Campus Administration	Local funds Federal funds	August 2014- June 2015	Principal Attestation Report HQ Campus Reports	HQ District/Campus reports, Personnel records	HQ CAN R/R AYP
4.2 Vandagriff Elementary will facilitate professional development which is aligned with state and district requirements, improves student achievement, and provides appropriate support for new teachers.	Campus Administration, Mentor Teachers	Local funds Federal funds	August 2014- June 2015	Calendar of Events, Sign in sheets, Staff Development Agendas	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PD R/R
4.3 Vandagriff Elementary will work to develop leaders through professional learning communities and teams at the campus level, including the Vandagriff Site Based Team, Math Team, Balanced Literacy Team, and RtI Committee.	Campus Administration, Site Based Team, Campus Teams	Title II (\$5,625.00), III (\$13,126.00) funding IDEA funding Local funds	August 2014- June 2015	Professional Development Calendar, sign in sheets, Agendas, evaluations	Staff Development, Evaluations	PD R/R

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**District Priority #5 Financial/Facilities – Vandagriff Elementary shall exhibit excellence in financial and facility planning, management, and stewardship.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Vandagriff Elementary will continue to utilize a conservative approach to financial management, in order to maintain and strategically manage campus finances which target the improvement of student achievement.	Campus Administration, Site Based Team, Campus Staff	District Funds, Campus Funds Science Fundraiser Book Fair	Aug 2014 – July 2015	Annual audit, FAST/FIRST data	Campus fund balance, District fund balance	CNA C

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**District Priority #6 Continuous Improvement – Vandagriff Elementary shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Vandagriff Elementary will continuously monitor, review and adjust campus programs and processes to insure effectiveness.	Campus Administrators, Site Based Team, Campus Teams, and Campus Staff	Campus Personnel	Aug 2014 – July 2015	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Vandagriff Elementary will utilize technology to improve and automate internal systems, eliminate redundancies and ineffective practices, and improve customer access to information, support, and services.	Campus Administrators, Campus Leadership Team, Campus Teams, and Campus Staff	Campus Personnel	Aug 2014 – July 2015	School Website, Social Media Sites AESOP Eduphoria Parent Portal Parent Link	Increase in Automated internal systems, Reduce cost of operations, Increase ease of access to real time information.	CNA PD

**Title I Schoolwide Components:** CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

**Assessment:** TAPR = Texas Academic Performance Reports, AMAO = Annual Measurable Achievement Objectives, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing