

A Past to Remember – A Future to Mold

**VANDAGRIFF ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN**

2010 – 2011

**JOIN US IN A CELEBRATION OF
LIFE AND LEARNING**

Campus Needs Assessment Team

Bill Warden	Principal
Tracy McLean	Asst. Principal
Patricia Long	Teacher
Joe Morrow	Teacher
Mandy-Jane Lindsay	Teacher
Marissa LeJeune	Teacher
Liz Luster	Teacher
Tracy Cottrell	Parent
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Andy Edwards	Business
Chuck Mooney	Business

Vandagriff Faculty and Staff

Last Updated: 10/5/2010

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

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**Vandagriff Elementary School
Comprehensive Needs Assessment
2010-2011 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 508 students. Currently the student population is 87% Caucasian, 10% Hispanic, and 2 or less percent each for African American, Asian and American Indian. 18% of the students are economically disadvantaged. 6% receive Special Education services, and 4% receive ESL services. The gender mix is 49% female and 51% male. The overall attendance rate for 2009-2010 was 96.0%.

Vandagriff's pupil to teacher ratio is 21.8 to 1. Overages in more than one grade have resulted in students having to attend another campus until space is available. There are 45 faculty and staff members including 23 homeroom teachers. (More on the staff will appear in the School Context and Organization section.)

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 Spanish, Art, Choir, Passport Club, and a soon-to-be Science Club. A very positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Campus Advisory Meetings (CAT) meetings. The CAT is comprised of administrators, teachers, parents, community, and business members. Parent and Teacher Climate Surveys are studied as well as assessment data and trends, enrollment and attendance data, and discipline referrals.

Strengths:

- **A positive, friendly campus**
- **Parent volunteerism and support**
- **Well-rounded curriculum**
- **Stable student population**

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- **Stable/collaborative faculty and staff**
- **A tradition of Excellence**

Needs:

- **Improvement in the attendance rate to 97% or greater**
- **Keeping abreast of changes in demographics – especially economically disadvantaged**

2. School Context & Organization

Narrative:

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

There are 23 homeroom teachers in grades K-5. The Special Education department has 4 teachers, 3 teacher assistants and a half time diagnostician. There are 6½ specialty teachers: PE, Computer Lab, Science Lab, Music, ESL, Literacy Coach and a ½ time GT teacher. The support staff includes: principal, assistant principal, counselor, nurse, librarian, and two secretaries. The faculty and staff work together in a collaborative family-like atmosphere. Turnover occurs because of natural attrition and is minimal. The teachers and staff actively share responsibilities and duties. They also provide maximum emotional and spiritual support for each other.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. Decisions are made with maximum input available unless a managerial, immediate decision is needed. The Campus Advisory Team includes parents, business leaders and community representatives along with the administrators and teachers.

Teachers are organized into campus committees. Each grade level has a representative on a core subject cadre as well as a member on a hospitality committee. Teachers willingly take on responsibilities as Trainers of Teachers (TOTs) and members of Response to Intervention (RtI) committees. Fifth grade is the only grade that is completely departmentalized. Third and fourth grades work together in teams of two, and all other grades work together collaboratively but self-contained. The faculty and staff provide active support for the inclusion of special education students in the regular classrooms.

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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 Management, Instruction, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping the schools serve their students.

Strengths:

- **Committed, collaborative teachers and staff**
- **Learner-centered organization**
- **Active/supportive parents**
- **Vandagriff-as-a-family atmosphere**

Needs:

- **Further organization of parent involvement and parent leaders**
- **More involvement by fathers**
- **Expanded supervision on the playground**
- **Always – more effective ways to communicate and share decision making**

3. Student Achievement

Narrative:

Vandagriff has been rated Exemplary in student achievement for the past seven years and has consistently maintained Gold Performance standards in math, reading, writing, and science. We meet Annual Yearly Progress (AYP) goals each year. High achievement is a result of quality instruction, remediation, and appropriate/timely intervention.

Programs are in place to meet the needs of student diversity. 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 made available.

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Assessment is used to guide instruction. Grades K-2 use TPRI and DRA assessments to determine reading levels and literacy needs. A Reading/Math coach provides small group remediation as well as dyslexia services. Benchmark tests are used in grades 3-5 for all reading, math, science and writing. Tutorials are given following benchmark analysis. Testing subgroups are monitored for signs of disparity in achievement. There is a need to improve achievement in reading and math for economically disadvantaged students. Although discipline is good overall, there were 106 written referrals with the majority coming from the 5th grade and involving classroom disturbances.

The faculty and site-based committee use TAKS, TPRI, and DRA data for needs assessment. They also rely on benchmark results, test item analysis, teacher observations, discipline reports, and RtI intervention records.

Strengths:

- High expectations for excellence
- Faculty devoted to learner-center instruction (individual student needs)
- RtI process to determine individual student needs
- High achievement in all TAKS subjects
- Parent involvement in student academics
- Strong student counseling program

Needs:

- Staff development to continue support of quality instruction in core subjects
- Continued improvement in technology training
- Close achievement gap in math and reading for economically disadvantaged students
- Continued efforts to make discipline even better – including prevention measures against bullying and sexual harassment
- Balanced delivery of enrichment and intervention

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 routinely developed by

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the district and used as guides in the classroom. Interventions by support personnel such as the ESL teacher and Literacy/Math Coach are structured for small group instruction and individual progress and success.

Mathematics instruction is based on a Saxon Math, cyclical approach. Teachers use Target Math and Rocket Math to hone skills in math facts. Multiple skills are taught and assessed daily.

A Balanced Literacy approach is implemented in K-5 classes. Students are assessed to determine reading level. They then 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 that are high-interest, hands-on, and project based. The Science and Computer labs serve all K-5 students.

Benchmark tests are given twice a year to students in grades 3-5 in math, reading, writing and science. The TPRI is given three times a year to students in Kindergarten-2nd grade along with at least two DRA assessments. Students needing remediation are grouped for small group or individual instruction. The Counselor, Music teacher and Computer Lab teacher provide tutoring for teacher-selected students one day a week.

Data sources reviewed for teachers' lesson planning and instruction are reflected in the use of the TEKS, district curriculum guides, assessment and research-based intervention.

Strengths:

- **Staff participates in developing district curriculum guides**
- **Assessment results are to adjust instruction**
- **High teacher expectations for student success**
- **Commitment to flexible scheduling for meeting individual needs**

Needs:

- **Continued staff development in meeting students' academic needs**
- **Research-based interventions for struggling students**
- **Vigilance to follow the curriculum scope and sequence**
- **Commitment to think "outside the box" to find solutions for at-risk students**

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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 correction 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 all times 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 will be made to increase the involvement of fathers this year.

Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. The fact that we use inclusion of special education students in all facets of our school life is embraced by students and parents. The overall feedback during our two parent conference days, Meet the Teacher day, Parent Info Meetings, and individual conferences is extremely positive. Parents are encouraged to give feedback and seem to feel free to join the staff as partners in the education of their children.

Whether during classroom walk-throughs or when touring new students and parents, our teachers and students are seen to be engaged in learning and enjoying learning. The fact that there is very little turnover in the teaching staff shows that they enjoy what they are doing and where they are.

Students lead in the pledges and announcements every morning and participate in community service projects through the year, such as food and clothing drives for the Center of Hope – a community aide organization.

Strengths:

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

Needs:

- Provide more avenues for parent feedback
- Start a Watch D.O.G.S. program to involve male role models

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6. Technology

Narrative:

Technology is one of the greatest assets of the district but it also causes one of the biggest challenges. Both initial and updated training is needed for new programs and equipment. The district has an exceptional Technology Department (contracted with Dallas County Schools). Service and training is prompt and helpful. A Help Desk hotline is always open to call or e-mail for assistance.

Each classroom is equipped with a teacher laptop, a Smart Board, and four Extenda student computers. We have four mobile computer cards with at least 22 laptops each to check out and use in the classrooms. Teachers may also check out Smart Response “clickers” for students to provide immediate recorded responses.

The staff has steadily embraced the Smart Board technology. All teachers are using them and are becoming more proficient. New strategies are shared with colleagues. Teachers record the proficiency level in the State STAR Chart system each year.

The current and future technology needs of the school are managed by the Campus Technology Committee. The 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**
- **A district committed to keeping up with technology advances**
- **Lessons planned with Smart Board interaction**
- **Efficient and timely service**

Needs:

- **Training on updates and new technology**
- **Systems maintenance**
- **Time set aside for training**
- **Commitment to take full advantage of what we have**

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7. Family & Community Involvement

Narrative:

Vandagriff's community has a relatively stable population. We have had an enrollment of 500-525 students for several years. We tend to enroll as many new students as we lose each year. The 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 office, cafeteria, and work rooms. Parents and relatives fill the cafetorium for each grade level performance and program.

Plans are underway to implement a Watch D.O.G.S. program designed to involve fathers in the school. Many dads have already begun to take on leadership roles within the group. The dads will add an element of safety and security as well as serve as positive male role models.

The Vandagriff students, faculty, and parents are very giving. They do food and clothing drives for the community yearly. Fifth graders perform a Veteran's Day Program annually to honor our service men and women. They also plant flags in the area cemeteries on Memorial Day. This year we will begin a new tradition of honoring our grandparents.

Although there is a district PTO that organizes fundraisers for the schools, there is no current parent leadership structure on the individual campuses.

Strengths:

- **Increased use of AlertNow, website, and marquee to keep parents/community informed**
- **Strong family support for our students**
- **A common bond of having a whole district of Bearcats**

Needs:

- **Develop leadership opportunities for parents**
- **Establish male role models**
- **Find new ways to communicate**

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8. Staff Quality, Recruitment & Retention

Narrative:

Vandagriff Elementary has 40 professional staff members and five paraprofessionals. All of the professional staff is highly qualified. The teacher retention rate is among the highest in the district. Only one teacher was added to the staff for 2010-2011. Although turnover does occur, the reasons for losing teachers have been retirement, moving out of the area, or staying home with newborn children.

As a Title I Campus-wide School, Vandagriff receives funds for staff development from Title I and Title II allotments. 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* and *InclusionWorks!* conferences. Teachers may also attend training presented by ESC Region XI and other professional development vendors in the area.

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 much of the Technology training is taught on a Trainer of Teachers (TOT) basis.

The district offers a wealth of training opportunities in the summer. The training is conducted in both our new professional development center and at selected campuses. The summer 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**
- **A strong campus learning community with a high teacher retention rate**
- **High level of collegiality and cooperative support**
- **District training offerings and facilities**
- ***Capturing Kids' Hearts* and *InclusionWorks!* conference training**
- **Balanced Literacy support and training structure**

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Needs:

- **More teachers gaining ESL Certification**
- **Develop more staff members to be Trainers of Teachers**
- **Establish a more formalized method of sharing individual and small group training**
- **More teachers taking advantage of on-line training opportunities**
- **On-going, in-house training to meet teacher and students needs**

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All Strategies/Action Steps are scheduled to be completed during the 2010-2011 school year.

Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in **READING**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze last year's TAKS, TPRI and TELPAS scores in Reading to assess student needs	B. Warden, T. McLean, K-5 th teachers, RtI team	2010 TAKS, TELPAS results, released TAKS, AEIS	By Sept. 30, 2010	Analysis of TAKS assessment data	High student achievement in reading	CNA, A
Use ongoing assessments (Benchmarks) to monitor student progress in grades 3-5 in reading including the use of Eduphoria	B. Warden, T. McLean, 3 rd -5 th grade teachers	2006 & 2009 released TAKS tests, Eduphoria	Oct. 15, 2010 & Feb. 4, 2011	Analysis of benchmark data	High student achievement in reading	A, M
Continue to analyze the ELA TEKS to identify reading objectives introduced, continued, and mastered at each grade level	B. Warden, T. McLean, K-5 th teachers	Copies of ELA TEKS & results of benchmarks	Aug. 2010 – Oct. 2010	Document the TEKS in lesson plans	High student achievement in language arts	M
Administer and analyze results of reading inventories for K-2 nd graders	B. Warden, S. Winkler	TPRI kits	TPRI weeks of 9/24, 2/11 & 5/6	TPRI results	Students making reading progress	A, M
Implement the Fountas and Pinnell program in grades K-2	B. Warden	Fountas and Pinnell materials	Oct. 2010	Lesson Plans	Students making reading progress	RS, M
Implement DRA2 assessments to determine reading levels for K-2 students	B. Warden, D. Dugger	Local funds	Aug. 2010 – Sept. 2010	Materials in place & results documented	Students making reading progress	RS, A, M
Implement Balanced Literacy practices in all K-2 classes	B. Warden, K-2 teachers	Fountas and Pinnell, DRA2	Aug. 2010 – Jun. 2011	Benchmark & TPRI results	Students making reading progress	RS, A, M

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Maintain TAKS and TELPAS reading skills for all students at or above 90% by utilizing a variety of instructional methods based on identified student performance needs.	B. Warden, T. McLean, team communicators	Success Maker lab, Literacy lab, MTI, TAKS & TELPAS tests, AEIS info, Title I & III funds -- \$1,539 & \$5,787	Beginning week of Aug. 23, 2010 and ongoing	Analysis of TAKS & TELPAS data	High student achievement in reading	A, M, C
Identify and remediate TAKS/TELPAS reading skills for students by sub-grouping in a non-discriminating way: Economically Disadvantaged (ED) and Hispanic <ul style="list-style-type: none"> • Basic Understanding • Using Strategies to Analyze • Applying Critical Thinking Skills 	B. Warden, T. McLean, 3 rd -5 th grade teachers	Success Maker lab, Literacy lab, Released TAKS tests, AEIS data, benchmark report, Title I & III funds -- \$1,539 & \$5,787 ARI funds	Beginning week of Aug. 23, 2010 and ongoing, Benchmark dates above	Analysis of TAKS data	Students making reading progress	CNA, A, M, C
Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in reading	B. Warden, K. Victory, K-5 teachers	Supplemental materials	Aug. 2010 – May 2011	Documented in lesson plans	Reading enrichment provided	PD, RS
Promote Texas Reading Academy training for all reading teachers	B. Warden	On-line Training	Aug. 2010 – May 2011	Document with certificate of completion	Highly qualified reading teachers	RS, M
Offer tutorials (before/after school) to identified students in grades 1-5	B. Warden, T. McLean, 1 st -5 th grade teachers	TEA reports, benchmarks, TPRI, report cards	Beginning Oct. 12, 2010 – Apr. 2011	Improvement in standardized test scores and six weeks grades	Students making reading progress	RS, C
Provide summer school extended year reading intervention for students in grades K-5	D. Dugger, B. Warden	Success Maker lab, TAKS & TELPAS tests, Title I & III funds -- \$60,000 & \$5,000, AEIS reports	June 2011	Continue extended summer program and monitor student achievement	Students making reading progress	

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Continue the use of Book and Brain strategies in the classroom	B. Warden, all K-5 staff	Book and Braining training materials	Aug. 2010 – May 2011	Documentation in lesson plans and improvement in benchmark scores and six-weeks grades	High achievement on reading assessment	RS, M
Provide MTA dyslexia services	S. Winkler	District funds, MTA materials, Personnel SCE funds - \$51,535 – 1 FTE	Aug. 2010 - May 2011	Improvement in six- weeks grades of dyslexia students	Student making reading progress	RS, M M, C
ESL students will make one year's growth on the TELPAS – Listening, Speaking, Reading and Writing	B. Warden, M. LeJeune	Training materials and Title III funds -- \$5,000	August 2010 – May 2011	Analysis of TELPAS results	Students making reading progress with English	RS, M, C
Provide a reading specialist for student remediation	D. Daniel, L. McKinney, B. Warden	Title I funds -- \$16,133 and local funds, Personnel SCE funds - \$51,535 – 1 FTE	August 2010 – May 2011	Improvement in reading (and math) scores in grades K-5 as measured on 2010- 2011 TPRI & TAKS benchmarks	Students making reading progress	CNA, RS, M
Implement leveled readers and other supportive materials for a Balanced Literacy reading center	B. Warden, P. Jones, K-2 teachers, Sandee Winkler	Needs assessment, campus funds, SCE funds - \$1,250	By Dec. 2010 & May 2011	Improvement in reading scores in grades K-5 as measured on the TPRI, TAKS, and TELPAS	Students making reading progress	
Purchase additional books and media resources for the library	B. Warden, P. Jones	Various library vendors & \$4,000 site funds	By Jan. 2011	Documentation of expenditures	Better reading selection	M
Meet or exceed AYP targets for all students and students groups by utilizing a variety of instructional methods based on identified student performance needs	B. Warden, All K-5 teachers	Success Maker, tutorials, TPRI, benchmark data	Aug. 2010 – May 2011	Analyze AYP data and compare with last year	High achievement on reading assessment	

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<p>Meet or exceed Gold Performance Acknowledgment Standards for the percentage of examinees scoring at or above commended performance on TAKS reading</p>	<p>B. Warden, All K-5 teachers</p>	<p>Success Maker, tutorials, TPRI, benchmark data</p>	<p>August 2010 – May 2011</p>	<p>Analyze AEIS data and compare with last year</p>	<p>High achievement on reading assessment</p>	<p>A</p>
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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in **WRITING**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze last year's TAKS and TELPAS scores in Writing to assess student needs in grades 3-5	B. Warden, T. McLean, 3 rd -5 th teachers, RtI Team	2010 TAKS and TELPAS results, 2006-09 released TAKS tests, AEIS	Sept. 30, 2010	Analysis of TAKS and TELPAS data	High student achievement in writing	CNA, A, M, C
Use ongoing assessments (Benchmarks) to monitor student writing progress in grades K-5 (using Eduphoria)	B. Warden, T. McLean, K-5 th teachers	2006 & '09 released TAKS tests, AEIS reports, Eduphoria	Oct. 15, 2010 & Feb. 4, 2011	Analysis of TAKS and TELPAS data	High student achievement in writing	A, M
Continue to review and analyze the TEKS to identify Writing objectives introduced, continued, and mastered at each grade level	B. Warden, T. McLean, K-5 th teachers	Copies of TEKS, benchmark results	Following benchmark testing in Oct. and Jan.	TEKS flow chart document	High student achievement in writing	M
Utilize process writing to improve or maintain student performance and subgroup performance at or above 90% on the writing section of the TAKS when testing at grade 4	B. Warden, T. McLean, Team communicators	Success Maker lab, Aledo Writing, 2006-'09 released tests, AEIS info	Beginning week of Aug. 23, 2010 and ongoing	Analysis of TAKS and TELPAS data	High student achievement in writing	RS, M
Continue the use of the Write Traits Program strategies and train all untrained language arts teachers	B. Warden, Trainers, 2 nd – 4 th teachers	Write Traits materials, district funds	August 2010 – May 2011	Evidence of program implementation in lesson plans	High student achievement in writing	RS

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<p>Increase the number of students scoring 3 or 4 on the TAKS Written Composition to 55%</p> <ul style="list-style-type: none"> • Write across the curriculum • Use Faculty meetings to focus on writing • Develop standards/expectations at all levels • Promote writing contests, K-5 	B. Warden, T. McLean, K-5 th teachers	Success Maker lab, Literacy lab, Aledo Writing Project, Write Traits, 2006/09 released TAKS tests, AEIS info	Beginning Aug. 23, 2010 and ongoing	Analysis of TAKS data and writing samples	Higher scores on written composition assessment	PI, M
Students will be exposed to weekly TEKS objectives to maintain or improve editing ability and various elaboration techniques	B. Warden, T. McLean, K-5 th teachers	Textbooks, Aledo Writing Project, supplemental materials	Beginning Aug. 23, 2010 and ongoing	Unit tests, Analysis of writing samples	High student achievement in writing	M
Implement writing centers as part of the Balanced Literacy Practices	K-5 th teachers	Teacher materials		Document in lesson plans	High student achievement in writing	RS, M
Plan and conduct 4 th Grade Writing Camp	B. Warden, T. McLean, 4 th grade teachers	TEKS, Guide to Scoring		Improved written compositions on Feb. benchmark test	High student achievement in writing	M
Analyze student writing samples	B. Warden, T. McLean, All teachers	Prompt and TAKS writing paper, scoring rubric	Oct. 2010 and each six weeks	Improvement on benchmark writing and TAKS results	High student achievement in writing	A, M
Identify and monitor the progress of students in sub-groups in a non-discriminating way in order to increase or maintain 90% or above Economically Disadvantaged (ED) and Hispanic:	B. Warden, T. McLean, 3 rd – 5 th grade teachers	Success Maker lab, Literacy lab, Aledo Writing project, 2006/09 released TAKS tests, AEIS reports	Beginning Aug. 23, 2010 and ongoing	Maintain 90% and above in all grade levels and sub-groups on TAKS and benchmarks	High student achievement in writing for ED and Hispanic students	A, M
Offer tutorials (before/after school) to identified students in grades 1-5	B. Warden, T. McLean, K-5 th teachers	TEA reports, benchmarks, TPRI, report cards	Oct. 2010 and Jan. 2011	Improvement on six weeks grades and benchmarks	High student achievement in writing	M

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<p>Provide opportunity for teachers to participate in writing strategies staff development</p>	<p>B. Warden, Campus staff</p>	<p>ESC schedule, staff development as identified, Title II funds -- \$7,698</p>	<p>Feb. 1, 2010</p>	<p>Documentation of attendance</p>	<p>Highly qualified writing teachers</p>	<p>PD, C</p>
<p>Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in writing</p>	<p>B. Warden, K. Victory, K-5th teachers</p>	<p>Supplemental materials</p>	<p>Aug. 2010 – May 2011</p>	<p>Documented in lesson plans</p>	<p>Enrichment in place to challenge gifted writers</p>	

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in MATH

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze the last year's TAKS scores in Mathematics to assess student needs in grades 3-5	B. Warden, T. McLean, 3 rd -5 th grade teachers, RtI team	Success Maker lab, Literacy lab, 2010 TAKS results, AEIS reports, Title I and III funds -- \$1,539 & \$5,787	Sept. 30, 2010	Analysis of TAKS data	High student achievement in math	CNA, A, M, C
Use ongoing assessments (benchmarks, including TMSDS) to monitor student progress in mathematics (Use Eduphoria)	B. Warden, T. McLean, K-5 th grade teachers	2006/09 released TAKS test, TMSDS, Eduphoria	October 15, 2010 & Feb. 18, 2011	Analysis of Benchmark & TMSDS assessments	High student achievement in math	A, M
Improve or maintain TAKS math skills for all students at or above 90% by utilizing a variety of instructional methods (hands-on activities, drill and practice, small groups, peer tutoring, test/re-teach/re-test) based on identified student performance needs	B. Warden, T. McLean, Team Communicators	Success Maker lab, Literacy lab, TMSDS, Saxon materials, 2006/09 released TAKS tests, AEIS reports, Title I funds -- \$1,323, AMI funds	Beginning week of Aug. 23, 2010 and ongoing	Analysis of TAKS data	High student achievement in math	RS, M, C
Identify and monitor the progress of students in sub-groups in a non-discriminating way: Economically Disadvantaged (ED) and Hispanic: <ul style="list-style-type: none"> • Patterns, Relationships & Algebraic Reasoning (grades 3-5) • Geometry and Spatial Reasoning 	B. Warden, T. McLean, 3 rd -5 th grade teachers	Success Maker lab, Literacy lab, supplemental materials, 2006/09 released TAKS tests, AEIS reports, Title I funds -- \$16,133,	Beginning week of Aug. 23, 2010 and ongoing, math benchmark dates above	Analysis of TAKS data	High student achievement in math	M, C

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<p>(grade 4)</p> <ul style="list-style-type: none"> • Concepts and Uses of Measurement (grades 3-5) • Mathematical Process and Tools (grades 3-5) <p>Meet or exceed AYP targets for all students and students groups by utilizing a variety of instructional methods based on identified student performance needs in math</p>	B. Warden, All K-5th teachers	AMI funds Success Maker, tutorials, TPRI, benchmark data, Saxon materials	Aug. 2010 – May 2011	Analyze AYP data and compare with last year	High achievement on math assessment	M
<p>Meet or exceed Gold Performance Acknowledgment Standards for the percentage of examinees scoring at or above commended performance on TAKS on math</p>	B. Warden, All K-5 th teachers	Success Maker, tutorials, TPRI, benchmark data, Saxon materials	Aug. 2010 – May 2011	Analyze AEIS data and compare with last year	High achievement on math assessment	A, M
<p>Offer tutorials (before/after school) to identified students in grades 1-5</p>	B. Warden, T. McLean, K-5 th teachers	AEIS, TEA reports, benchmarks, TPRI, report cards	Beginning Oct. 2010 – Apr. 2011	Improvement on standardized test scores and grades	Students making progress with math skills	RS, M
<p>Provide summer school extended year services for students in grade 5 math</p>	B. Warden, D. Dugger	Success Maker lab, TAKS & TELPAS tests, Title I & III funds -- \$1,539 & \$5,787, and \$60,000 Title I summer school funds	June 2011	Analysis of summer program assessment	Students making progress with math skills	CNA, M, C
<p>Provide opportunity for teachers to participate in math staff development</p>	B. Warden, T. McLean, Campus staff	Identified staff development, budgeted funds, Title II funds -- \$7,698	Mar. 1, 2011	Documentation of attendance	Highly qualified math teachers	PD, C

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Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in math	B. Warden, K. Victory, K-5 th teachers	Supplemental materials	Aug. 2010 – May 2011	Documented in lesson plans	Enrichment in place to challenge math students	RS, M
Continue to implement the Saxon Math program in all grade levels	K-5 th teachers	Saxon program kits and materials	Aug. 2010 – May 2011	Documented in lesson plans	High student achievement in math	RS, M
Use Target Math, Rocket Math, Countdown to TAKS (CTT) and Mastering Math Facts (MMF) materials to enhance instruction	B. Warden, 1 st -5 th teachers	Target Math, Rocket Math, CTT, and MMF materials	Aug. 2010 – May 2011	Documented in lesson plans	High student achievement in math	A
Assess student progress with Saxon Math, baseline and accumulative tests	1 st – 5 th teachers	Saxon materials	Sept. 2010 – June 2011	Assessment results	High student achievement in math	M
Use SmartBoard technology interactive math lessons to enhance student learning	K-5 th teachers	SmartBoard Notebook	Sept. 2010 – June 2011	Document in lesson plans	Increased student participation and understanding	M
Implement interactive math centers in grades K-2	K-2 nd teachers	Teacher materials	Sept. 2010 – June 2011	Document in lesson plans	Increased student participation and understanding	

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Performance in Reading, Writing, and Math (SPECIAL EDUCATION)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Related services are considered for each student with disabilities through a team approach and provided in a variety of service delivery options (Related Services)	Campus Administration and Central Office	Special Services Staff, IDEA Federal Funds for Related Services Staff	Aug. 2010-May 2011 at every ARD	ARD documentation, related service session notes	Students receive all appropriate related services	A
Professional teams and parents will consider a continuum of placement options, supplementary aides, and services based upon the student’s needs and IEPs which result in least restrictive placement of the student (LRE)	B. Warden, T. McLean, L. McKinney, J. Reagan, ARD Committee	Special Services Staff, IDEA Federal Funds for Diagnostician and instructional supplies/ equipment needs	Aug. 2010-May 2011 at every ARD	ARD documentation	All students placed according to individual needs, 125% Report, PBMAS	PI, A
Maintain or improve the percentage of special services students meeting or exceeding minimum expectations on the reading, writing, and math portions of the TAKS and TAKS-Accommodated tests	B. Warden, P. Long, E. Allcon, M. Thomas, K-5 th teachers	2006/09 released TAKS tests, AEIS reports	Aug. 23, 2010 and ongoing	Analysis of TAKS data	High achievement on assessments, PBMAS	M
Special Services students will demonstrate annual gains in reading, writing, and math on the TAKS –M or TAKS-Alt tests.	B. Warden, P. Long, M. Thomas, E. Allcon	AEIS reports, 2006/09 released TAKS tests, IDEA Federal Funds for teacher position	Beginning Aug. 23, 2010, measured in Apr. 2011	Analysis of TAKS-M, TAKS-Alt data	All students show a year’s progress on assessments, PBMAS	M
Use benchmark assessments to monitor special education student progress (Use Eduphoria)	B. Warden, P. Long, E. Allcon, M. Thomas	2006/09 released TAKS tests, TPRI, AEIS reports, Eduphoria	Oct. 5-13, 2010, and Jan. 27-Feb. 10, 2011	Benchmark assessments analyzed and on file	High student achievement	A, M

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The percentage of special education students taking TAKS or TAKS-Accommodated will remain at or below the state average	B. Warden, P. Long, M. Thomas, E. Allcon	AEIS reports		Analysis of TAKS data determined in 2010-2011 ARDS	More Sp. Ed. Students take TAKS & TAKS-A, PBMAS	M
A team of qualified staff will appropriately use revised re-evaluation process and focus assessment results on instructional implications (Re-evaluation)	Campus Administration and Central Office, ARD committees	Special Services Staff, 3-year re-evaluation data	Aug. 2010— May 2011	ARD documentation	Students are placed to meet their needs	PI
Maintain the Motor Lab with equipment and instructional materials	B. Warden, L. McKinney, N. Weeks	District and federal special education funds	Aug. 2010	Document with observation	Students are able to progress with OT and PT exercises	PI
Conduct orientations for parents of new Functional Academics students	E. Allcon, teacher assistants	Functional Academics room	Aug. 2010	Completion of scheduled meetings	Better informed parents	
Coordinate schedules of special services students with regular education teachers	P. Long, M. Thomas, E. Allcon	Teacher schedules	Aug. 2010	Schedules in place	Efficient scheduling	T
Provide transition assistance for PPCD and Pre-K students entering kindergarten	B. Warden, E. Allcon, K teachers	Teachers and teacher assistants	Aug. 2010	Documentation of meeting times	Students get orientation to start Kindergarten	RS, PI
Utilize a district-wide RtI process that focuses on team problem solving including a variety of support services (Initial assessment)	B. Warden, T. McLean, RtI Team	Student performance data, teacher documentation, RtI Team, 504 committee	Wednesdays as needed beginning Aug. 30, 2010	Committee documentation on file	High student achievement, SP#11	PI, T
Utilize a collaborative process for continuous transition planning from parents, students, and community agencies (Transition)	ARD Committee members	State assessment results, teacher input, report cards	Aug. 2010 - June 2011	ARD reports – 2010-2011 school year	Students are prepared to continue after high school	

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Conduct annual transfers of IEPs (between campuses) with the instructional personnel of the collaborating schools	B. Warden, Special Ed. Teachers	Student IEPs and teacher information	Before Aug. 2011	Evidence of transfers made between schools	Students transition smoothly	T
Conduct the COSF assessment for identified kindergarten special education students	B. Warden, L. McKinney, K teachers, E. Allcon	Student performance data	Sept. 2010 – May 2011	Evidence of data recorded into state data bank	Student progress is charted, SPP#7	A
Convene meetings between regular and special education teachers to discuss IEPs and Lesson modifications	B. Warden, all Special Ed. And Regular Ed. Teachers	Student IEPs and accommodations, observational data, assessment data	Begin Aug. 2010, every three weeks	Documentation of meetings	Services for students are better coordinated	M
Utilize session notes format to document related services provided	L. McKinney, Special Ed. Teachers, Related Services providers	Sessions Notes forms	Aug. 2010— June 2011	Signed Session Notes forms on file in Central Office	Students receive all scheduled services	RS
Continue to utilize SIPPS materials in the special education reading program as appropriate	Special Ed. Staff	SIPPS materials	Beginning Aug. 2010	Documentation in lesson plans	Students make progress in reading	PD, C
Send at least one Special Ed. Teacher and one General Ed. teacher to InclusionWorks!	B. Warden	Campus and Title II funds -- \$7,698	Mar. 2011	Documentation of staff development	Highly qualified teachers	
Pursue the addition of adaptive equipment for the playground	B. Warden	Local budget, Bond funds	Beginning Aug. 2010	Installation of new equipment	More opportunities to participate on the playground	

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Goal #1: To Improve Student Achievement**Objective:** To Improve Student Performance in **SCIENCE**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue to review and analyze the TEKS to identify Science objectives introduced, continued, and mastered at each grade level	B. Warden, T. McLean, K-5 th grade science teachers, RtI Team	Copies of TEKS	Beginning 1 st six weeks and ongoing	TEKS flow chart document	High student achievement in science	CNA, A, M
Enhance the Science curriculum through hands-on experiments and use of the scientific process	B. Warden, T. McLean, K-5 th science teachers	Science manipulatives and resources	Aug. 2010-May 2011	Teacher documentation in lesson plans	High student achievement in science	M
Analyze the need for science materials to teach and assess the TEKS/TAKS objectives and order materials	B. Warden, T. McLean, K-5 th grade science teachers	Budgeted funds, inventory lists, PTO funds	Oct. 1, 2010	Summary of needs, documentation of expenditures complete	High student achievement in science	CNA, A, M
Continue to equip the science lab for use by students in all grades	B. Warden, T. McLean	District and campus funds designated for science	Oct. 1, 2010	Evidence of established lab complete	High student achievement in science	M
Provide opportunity for teachers to participate in science staff development	B. Warden	Science training and other staff development as identified, Title II funds -- \$7,698	Mar. 1, 2011	Documentation of attendance	Highly qualified teachers	PD, C
Use TMSDS and Eduphoria to assess student progress in science	3 rd -5 th grade students & science teachers	TMSDS, Eduphoria	Sept. 2010—Jun 2011	Assessment results	High student achievement in science	A
Use journal writing to enhance student learning in science lab	C. Schweitzer, K-5 th teachers	Marble composition books	Sept. 2010—June 2011	Observation of lab sessions	High student achievement in science	M

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Performance in **SOCIAL STUDIES**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue to analyze the TEKS to identify Social Studies objectives introduced, continued, and mastered at each grade level	B. Warden, T. McLean, K-5 th Social Studies teachers	Copies of TEKS	Beginning 1 st six weeks and ongoing	Evidence in lesson plans	High student achievement in social studies	CNA, A, M
Students will learn to organize their thinking and develop the competencies they will need as citizens in a diverse, changing and interdependent world	B. Warden, T. McLean, K-5 th Social Studies teachers	Textbooks, supplemental materials	Aug. 2010—May 2011	Textbook and teacher-made testing, observations	Begin to create effective adult citizens	
Use Social Studies topics as a means to extend writing across the curriculum	B. Warden, T. McLean, K-5 th Social Studies teachers	Textbooks, supplemental materials	Beginning Aug. 23, 2010 and ongoing	Lesson plans, writing samples	High student achievement in writing	M
Continue the Passport Club with 1 st -5 th grades.	B. Warden, C. Clay	Passport Club supplies, site budget, parent volunteers	Aug. 2010—May 2011	Lesson plans	Students gain more knowledge about geography	PI

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in **FINE ARTS, PHYSICAL EDUCATION, and HEALTH**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Integrate and reinforce targeted TEKS <ul style="list-style-type: none"> • Math: musical patterns, repetition and contrast, spatial reasoning, organization of beat • Language Arts: rhythmic changing, rhyming words, musical storytelling and composition, critical listening • Social Studies: Listen to and perform music relating to Texas, the United States, and World music, identifying historical and cultural relationships as applicable to past and present events • Science: Application of physical science concepts relating to sound and acoustics 	S. Higgins, B. Warden, T. McLean	Textbooks, musical instruments, supplementary materials	Beginning Aug. 23, 2010	Classroom observations and documentation in lesson plans	Higher levels of student understanding of core subject material	M
Integrate and reinforce targeted TEKS Math and Language Arts skills through physical activity	S. Andrews, B. Warden, T. McLean	TEKS	Beginning Aug. 23, 2010	Classroom observations and in lesson plans	More student success in math and Lang. Arts	M
Administer the state's Fitness Gram to students in grades 1 – 5	S. Andrews	Fitness Gram program	Spring 2011	Results sent to parents	Healthier students	
Send staff members to attend the TAPHERD (PE) and TMEA (Music) conferences	B. Warden, S. Andrews, S. Higgins	Title II funds -- \$7,698	By May 2011	Document conference registration	Highly qualified/ prepared teachers	PD, C
Use CATCH health materials to teach the health TEKS	S. Andrews, M. Wortman	Campus health funds (function 11)	Begin Sept. 2010	Documentation plans	Students informed to make healthy choices	

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in READING, WRITING, MATH, SCIENCE, and SOCIAL STUDIES (TITLE I SCHOOL-WIDE)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Conduct a comprehensive needs assessment of the entire school program that is based on student performance	B. Warden, T. McLean, K-5 th teachers	Results from TAKS & TAKS-Accom., AEIS, TPRI and TELPAS results, report cards	July 2011	Documentation of analysis of data	Effective planning resulting in high student achievement	CNA, A
Utilize school-wide reform strategies for all students which include tutorials, reading/math lab, computer lab, curriculum enrichment and accelerations, and summer programs	B. Warden, T. McLean, K-5 th teachers	Literacy lab, Success Maker lab, ARI/AMI funds, Title I funds -- \$1,539, Title II funds -- \$7,698, Title I Summer School funds -- \$60,000	Aug. 2010 – June 2011	Documentation of services offered and attended	High level of achievement for all students	RS, C
Utilize teachers in the decision-making process regarding the use of assessments	B. Warden, All teachers	RtI Team, ARD Committees	Aug. 2010 – May 2011	Documentation of participation	Better representation of teachers' viewpoints	A

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Goal #1: To Improve Student Achievement

Objective: To Meet the Needs of Identified **HOMELESS STUDENTS**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
<p>All staff will be trained in the identification of homeless students including enrollment procedures and staff referrals</p> <ul style="list-style-type: none"> • Post public notices • Train staff • Obtain identification info during enrollment • Establish referral procedures 	<p>L. McKinney, B. Warden, D. Thornton</p>	<p>Homeless liaison, Aledo Homeless Handbook</p>	<p>Sept. 2010</p>	<p>Procedures in place</p>	<p>Better served homeless population</p>	<p>PD</p>
<p>Appropriate services will be provided for homeless students including free/reduced lunch, tutoring, clothing, supplies, and medical referrals</p> <ul style="list-style-type: none"> • Free/Reduced lunch • Tutoring • Clothing • School Supplies • Medical/dental needs 	<p>L. McKinney, B. Warden, D. Thornton</p>	<p>Homeless liaison, food service director, Title I funds -- \$1,183, Advocats, Clothes Closet, PTO</p>	<p>Beginning Aug. 23, 2010 and ongoing</p>	<p>Documentation of services</p>	<p>Better served homeless population</p>	<p>M, C</p>

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement by Providing **STAFF DEVELOPMENT** to the Faculty

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide workshops for teachers in order to enhance <u>science</u> instruction (K-5)	B. Warden, M. Miholovich, All K-5 th staff	Provided materials, district site-based funds, Title II -- \$7,698	Aug. 2010- May 2011	Documentation of attendance	High student achievement in science	PD, M, C
Provide opportunity for teachers to participate in <u>math</u> staff development at ESC Region XI and other sources – including Stasny Math	B. Warden, M. Miholovich	Title II -- \$7,698, and site-based funds, Reg. XI catalog, Stasny materials, IDEA Federal Funds	Mar. 1, 2011	Documentation of attendance	High student achievement in math	PD, M, RS, C
Provide opportunities for the staff to participate in professional development that will enhance instruction for <u>ESL</u> students	B. Warden, D. Dugger	Title III funds -- \$5,000	Aug. 2010 – May 2011	Documentation of attendance	High achievement by ESL students	PD, RS, M
Participate in training to certify <u>TELPAS</u> raters	B. Warden	Region XI, Title III funds -- \$5,000	By Nov. 2010	Documentation of attendance	Highly qualified raters in place	PD, RS, M
Provide opportunity for teachers to participate in campus level <u>writing</u> staff development	B. Warden	Title II -- \$7,698 and site-based funds, IDEA Federal Funds	By Dec. 2010	Documentation of attendance; improvement in standardized test scores and 6 weeks grades	High student achievement in writing	PD, M, RS, C
Provide <u>RtI</u> training for staff during campus staff development	B. Warden	Referral forms	By Jan. 2011	Documentation of attendance	Effective RtI interventions in place	PD, M

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Provide opportunity for teachers to participate in <u>gifted and talented</u> staff development	B. Warden K. Victory	District provides location and resources, Title II funds -- \$7,698	By Dec. 2010	Agenda and documentation of attendance, observation of GT strategies used in classroom	Enrichment provided in all classrooms	PD, M, C
Provide Capturing Kids' Hearts (CKH) training to at least eight more staff members	B. Warden	Title II funds -- \$7,698	By May 31, 2011	Documentation of attendance	CKH practices used in classrooms	PD, C
Provide opportunity for teachers to participate in Region XI <u>technology</u> staff development	L. McKinney, B. Warden	Title II funds -- \$7,698	Sept. 2010 – Mar 2011	Documentation of attendance	Technology strategies used in classrooms	PD, M, RS, C
Provide opportunity for teachers to participate in <u>reading</u> strategies staff development, including Texas Reading Academy training	B. Warden	Texas Reading Academy materials, MTA dyslexia training, Title II funds -- \$7,698, Title I funds -- \$1,539, IDEA Federal Funds	By Feb. 2011	Documentation of attendance	Higher student achievement in reading	PD
Provide training for paraprofessionals (when needed)	L. McKinney, B. Warden	Special Services support staff	August 2010 or as needed	Documentation of participation	Highly qualified paraprofessionals	PD, M, C
Provide opportunities for teachers and assistants to participate in <u>inclusion</u> -related staff development	B. Warden	Title I funds -- \$1,539 & Title II funds -- \$7,698, campus funds, IDEA Federal Funds	By Mar. 1, 2011	Documentation of participation	Positive inclusion practices helping to fulfill IEPs	

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Goal #2: To Improve Migrant Program and Services

Objective: To Enhance Instruction and Services for **MIGRANT STUDENTS** in Grades K-5

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Identify students from migrant families during enrollment	B. Warden, M. Goolsby	Migrant status survey sheet in the beginning of school enrollment packet	Aug. 2010	Migrant status sheets on file	Migrant population identified and served	
Monitor the progress of migrant students on grades and state testing results and provide remediation services	B. Warden, T. McLean, S. Winkler	Grade reports, testing data, instructional materials, Title I funds, Shared Service Arrangement with ESC Region XI	Aug. 2010 – May 2011	Documentation in RtI Team meeting notes	High achievement by migrant students	M, C

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Goal #3: To Improve Gifted/Talented Program and Services

Objective: To Enhance Instruction and Services for **GIFTED/TALENTED** Students in Grades K-5

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Enhance instruction and services for G/T students	B. Warden, T. McLean, K. Victory	G/T budget, scheduling	Aug. 2010 – May 2011	Program revisions	High level of challenge for G/T students	PI
Provide feedback to parents regarding child's assessment results and progress in the G/T program	B. Warden, T. McLean, K. Victory	Forms, printing	Jan, 2011 and May 2011, and as needed	Documentation of the parent contact	Better informed parents	
Provide grade 3-5 G/T students the opportunity to participate in projects involving Quilts, Ancient Egypt, Flight, Inventions, and Medieval Europe	B. Warden, T. McLean, K. Victory	Materials, schedules	Aug. 2010 – May 2011	Judging with certificates offered	High level of challenge for G/T students	PD, C
Offer an independent study to grades K-2 identified students on an interest basis (CATS—Creativity and Thinking Skills; and TPSP—Texas Performance Standards Project research)	B. Warden, K. Victory	Materials, schedules	Aug. 2010 – May 2011	Give certificate of participation, maintain list of students, update portfolio	High level of challenge for G/T students	
Provide G/T training for teachers, administrators, and counselors according to the requirements in the Texas State Plan for Gifted and Talented	B. Warden, K. Victory, Campus staff	District provides location and resources, Title II funds -- \$7,698, ESC Region XI	By Jan. 2011	Documentation of attendance, observation of G/T strategies in the classroom	Highly qualified teachers	
Cluster identified gifted and talented students in homeroom classes	B. Warden, T. McLean	Student placement information	Aug. 2010 – May 2011	Enrollment records	High level of challenge for G/T students	
Provide specialized classes for identified gifted/talented students (CATS, Bright Ideas)	K. Victory	G/T teacher, budgeted funds	Aug. 2010 – May 2011	Documentation of implementation	High level of challenge for G/T students	

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<p>Gifted/Talented Specialist will assist and consult with classroom teachers regarding resources, enrichment activities and differentiation strategies</p>	<p>K. Victory</p>	<p>G/T teacher and materials</p>	<p>Aug. 2010 – May 2011</p>	<p>Documentation of implementation</p>	<p>Differentiation used in all classrooms</p>
<p>Provide differentiated learning in all core classrooms</p>	<p>All Teachers</p>	<p>G/T Teacher and enrichment materials</p>	<p>Aug. 2010 – May 2011</p>	<p>Documentation in lesson plans</p>	<p>High level of achievement of all students</p>

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Goal #4: To Utilize Technology in a Way That Improves Student Performance and Prepares Them for the World Beyond

Objective: To Increase **TECHNOLOGY**-Assisted Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Appoint campus committee to identify and prioritize technology needs in order to improve programs in an equitable manner for students and staff	B. Warden, M. Bryant	Technology Staff, technology labs	Aug. 2010 – May 2011	Committee evaluation	Clear goals for future technology improvements	
Continue technology support for classroom computers	G. Holbert, B. Moore, M. Bryant Technology staff	Technology Staff, technology labs	Aug. 2010 – May 2011	Campus feedback	Operational technology equipment	
Continue to develop and update school web page	M. Bryant	Technology Staff, technology labs	Aug. 2010 – May 2011	Web page on-line	Better informed community	
Provide teachers with Technology TEKS appropriate to their grade level and then identify and prioritize staff deficiencies in technology application of TEKS	B. Warden, M. Bryant	Technology Staff	Aug. 2010 – May 2011	TEKS distributed to teachers	Implementation of technology TEKS	
Provide teachers with opportunity to participate in Region XI technology staff development	B. Warden, M. Bryant, T. Breaux	Title II funds -- \$8,638	Sept. 2010 – May 2011	Documentation of attendance	Highly qualified teachers	PD, C
Continue to use distance learning equipment for staff development and student instruction	B. Warden, T. McLean, M. Bryant	District Technology funds, Region XI schedule	Aug. 23, 2010 – May 2011	Documentation of lab use	Students involved in a variety of learning opportunities	PD, M
Purchase instructional software licenses for labs, classrooms, teachers, and/or library	B. Warden	Identified materials: Enchanted Learning, EdHelper	By Mar. 1, 2011	Documentation of expenditures	An updated set of computer options	

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Continue use of mobile lab stations and train teachers to implement them in the classrooms	G. Holbert, B. Warden, M. Bryant	Materials provided with new equipment	Beginning Aug. 2010	Documentation in lesson plans	Effective instruction using technology	PD
Provide instruction of the Technology TEKS in the computer lab	M. Bryant	TEKS, lab materials	Aug. 2010 – May 2011	Documentation in lesson plans	Higher level of computer skills	
Use Eduphoria to generate Benchmark and other assessments	T. McLean, All Teachers	Eduphoria	Oct. 2010 – May 2011	Documentation of scores on assessments	Disaggregated student data available	
Use Classroom Response Systems in the classrooms	All Teachers, Technology Dept.	Smart Response kits	Sept. 2010 – May 2011	Document in lesson plans & sign-out sheet	More efficient assessment	
Conduct Cyber Safety activities during C.S. Week	All Teachers, G. Holbert	Materials provided by Technology Dept.	Sept. 20-24, 2010	Document in lesson plans	Safe and secure internet use	
Continue SmartBoard training and implementation	TOTS, All Teachers	SmartBoards	Oct. 2010 – May 2011	Sign-in sheets	Increased use of SmartBoard for instruction	

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Goal #5: To Update the Student Code of Conduct

Objective: To Provide a Safe and Threat-free **ENVIRONMENT** that Promotes Academic Success for all Students

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Post the Student Code of Conduct, Student Handbook, and Parent Involvement Policy on the campus website.	B. Warden, M. Bryant	Copies of listed documents, Website	Aug. 23, 2010	Parent signature sheets, Website	Better understanding of policies and procedures	
Review the crisis action plan with staff	B. Warden, All staff	District Crisis Action Plan	By Nov. 2010	Document with meeting agenda	Staff prepared for a crisis	
Provide teacher and parent representatives to serve on the School Health Advisory Committee (SHAC)	B. Warden	SHAC materials	Aug. 2010	Document SHAC participation	Campus concerns brought before the committee	PI
Practice fire and/or weather drills monthly and a lock-down drill once a semester	B. Warden, T. McLean	Drill procedures	Sept. 2010 – May 2011	Log of drills	Safe and secure campus	
Purchase materials for Drug Awareness/Prevention	B. Warden, D. Thornton	Site Budget	By Nov. 2010	Documentation of purchases	Safe, informed student body	
Plan and implement a week-long Red Ribbon program	B. Warden, D. Thornton, Campus Staff	Materials from campus funds	Oct. 25-29, 2010	Completion of week-long activities	Safe, informed student body	
Maintain a parent/public awareness program on drug prevention and other safety programs	B. Warden, T. McLean, D. Thornton	Website, school newsletter, special bulletins, and calendars	Sept. 2010 and ongoing as needed	Record of information distributed	Safe, informed student body	PI
Maintain a state-recognized character education program which stresses positive character traits, uses integrated teaching strategies, is age appropriate, and is approved by the district-wide health committee	B. Warden, D. Thornton, All faculty & staff	Campus funds, approved district programs	Aug. 2010 – May 2011	Counselor lesson plans & lesson observations by principal	Positive, respectful students	

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Present preventative education related to aggression, sexual harassment and bullying	B. Warden, D. Thornton	District approved materials	Aug. 2010 – May 2011	Documented in counselor lesson plans	Safe and threat-free campus climate	PI
Ensure that all personnel that work with Special Education students attend annual CPI training	L. McKinney, B. Warden B. Warden	Approved CPI materials	Aug. 2010 – May 2011	Documentation of attendance	Safe student-teacher interactions	
Reschedule recesses to provide more supervision by teachers	B. Warden	Schedule	By Aug. 2010	Record of schedule in place	A safe playground	
Initiate a WATCH D.O.G.S. program to increase the involvement of fathers with the school	B. Warden, D. Thornton	WATCH D.O.G.S. materials	Sept. 2010 – May 2011	Document with sign-in sheets	More involvement of fathers	

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Goal #6: To Increase Student Attendance

Objective: To Increase **STUDENT ATTENDANCE** to 97%

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Increase attendance rate through recognition and incentives for students	B. Warden, T. McLean, Campus staff	Awards, incentives	Aug. 2010 – May 2011	Attendance records	High attendance rate	PI
Parents of students with excessive absences and tardies (minutes equaling three hours or more) will be contacted to encourage better attendance	B. Warden, T. McLean, M. Goolsby, Classroom teachers	Teacher and office records of attendance	Aug. 2010 – May 2011	Annual attendance records and teacher and office records of tardies	High attendance rate	
Meet or exceed Gold Performance Acknowledgment Standards regarding attendance rate	B. Warden, M. Goolsby, All K-5 teachers	Campus attendance data, AEIS reports	Aug. 2010 – May 2011	Analyze AEIS report and compare with last year	High attendance rate	

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Goal #7: To Increase Community Involvement

Objective: To Increase **COMMUNICATION** between School, Community, and Service Organizations

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Maintain the Vandagriff website's parent information and campus announcement links	B. Warden, M. Bryant	Website, Webmaster, ESC Region XI	Updated as needed	On-line web page	Better informed community	PI
Provide information to parents and the community through the local newspaper	B. Warden, J. Lancarte	Local newspaper	Aug. 2010 – May 2011	Increased coverage by media	Better informed community	PI
Utilize parent volunteers to assist with communication activities and campus goals	B. Warden, D. Bechthold, PTO representatives, Campus Advisory Committee	PTO, Staff	Aug. 2010 – May 2011	List of volunteers and activity log	Higher level of parent involvement	PI
Develop and maintain a campus newsletter to be posted on the school website each six weeks	S. Higgins, M. Bryant, K-5 th grade teachers	Faculty input	Once per six weeks	Newsletter posted	Better informed community	PI
Use a translator to provide the opportunity for parents of ESL students to understand and ask questions at parent info meetings	B. Warden, T. McLean, M. LeJeune	Meeting materials in Spanish	Sept. 2010 – May 2011	Documentation of meeting and attendance	Better informed parents of ESL students	PI
Ask local churches, daycares, and grocery stores to post school newsletters and memos of events	B. Warden, Campus Advisory Committee	Newsletters and flyers for special events	Sept. 2010 – May 2011	Evidence of posted materials	Better informed community	
Program the school's marquee with up-to-date information	B. Warden, M. Goolsby	Marquee	Sept. 2010 – June 2011	Evidence on marquee daily	Better informed community	

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Goal #7: To Increase Community Involvement

Objective: To Increase **PARENTAL AWARENESS** of School Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Schedule campus “Meet the Teacher Day”	B. Warden, T. McLean, all faculty	Calendar, schedule	Aug. 19, 2010	Sign-in sheets on file	Positive parent-teacher communication	PI
Promote PTO meetings	PTO, B. Warden, T. McLean	PTO and campus newsletter, web page	Aug. 2010 – May 2011	Increased attendance	Higher level of PTO participation	PI
Use the AlertNow system to notify parents of upcoming events or emergencies	B. Warden	AlertNow system	Aug. 2010 – May 2011	Record of messages	Higher level of parent awareness	PI
Develop and maintain campus newsletter to be posted on-line each six weeks	B. Warden, M. Bryant, K-5 th grade teachers	Faculty input	Once per six weeks	Distribution of newsletter	Better informed community	PI
Provide a Parent Information meeting to discuss Title I Involvement, the Assessment programs, and the Parent Involvement Policy	B. Warden	TEKS, released TAKS tests, Benchmark data, Title I info	Sept. 28, 2010	Documentation of parent attendance	Better informed parents	PI
Conduct an Open House for the parents and community during Public Schools Week	B. Warden, All teachers	Teacher handouts	Mar. 2011	Parent sign-in sheets	High level of parent participation	PI
Inform and encourage parents to use the Parent Portal system	B. Warden, All teachers	Parent Portal system, Campus website	Sept. 2010 – May 2011	Parent input	Better informed parents	PI

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Goal #7: To Increase Community Involvement

Objective: To Increase the Number of Opportunities to Involve/Include the **COMMUNITY AND PARENTS** in School Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Promote school/community involvement in planning process	B. Warden, T. McLean, Campus Advisory Team, parent/community members	Campus Advisory Team	Sept. 2010 – May 2011	Sign-in Sheets	A productive, cooperative Campus Advisory Team	PI, A
Continue to provide access of building for community/service organizations	B. Warden, T. McLean	Campus facilities	Aug. 2010 – May 2011	Maintain facility request forms	Community involvement	PI
Distribute the State Report Card to all parents	B. Warden	State Report Card	Within 10 days of receipt of report	Document date of sending report to parents	Better informed parents	PI
Schedule and conduct Parent Conference days	B. Warden	Students' grades and work samples	Nov. 18, 2010 and Mar. 10, 2011	Document parent attendance	Open lines of communication with parents	PI
Post the Aledo Parent Involvement Policy on the school website	B. Warden, M. Bryant	Scanned policy	Sept. 15, 2010	Policy on line	High level of parent involvement	PI
Conduct a Grandparents' Day	B. Warden, Parent volunteers, Teachers	AlertNow, Flyers	Oct. 20, 2010	Sign-in sheets	Large number of grandparents in attendance	PI

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Goal #8: To Maintain 100% of Academic Core Subject Area Classes Taught by Highly Qualified Teachers

Objective: To Recruit, Train and Retain 100% **HIGHLY QUALIFIED TEACHERS**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a web page.	M. Miholovich, S. Slater, B. Warden, Webmaster, New teachers	Local funds, recruitment schedule	Mar. 2011 – June 2011	No. of positions posted, no. of applications received, Job Fair sign-ins, website	Recruitment of highly qualified teachers	HQ, R/R
Maintain an effective teacher mentoring system in order to retain highly qualified staff	M. Miholovich, B. Warden, Mentor teachers	Local funds, state mentoring program	Aug. 2010 – May 2011	Mentor assignments, professional progress reports, new teacher surveys	Highly qualified new teachers	HQ, PI, R/R
Assist any late hire teachers to meet highly qualified requirements in a timely manner	M. Miholovich, S. Slater, B. Warden	Local funds	Aug. 2010— May 2011	Highly qualified worksheets, TExES registration and results	Highly qualified new teachers	HQ, PI, R/R
Analyze and review data from current core subject teachers’ transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status	S. Slater, B. Warden	Local funds	Aug. 2010 – May 2011	Teacher schedules, personnel records, HQ worksheets	Maintenance of highly qualified teachers	HQ
Analyze and review data from prospective core subject teachers’ transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status	M. Miholovich, S. Slater, B. Warden	Local funds	Aug. 2010 – May 2011	Personnel records, HQ Campus Reports, Principal Attestation Report	Highly qualified new teachers	HQ, R/R
Maintain percentage of highly qualified core academic subject area teachers to meet 100%	M. Miholovich, S. Slater, B. Warden	Local funds	Aug. 2010 – May 2011	Personnel records, HQ campus reports, Principal Attestation	High student achievement for all students	HQ, R/R

Last Updated: 10/5/2010

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Maintain the percentage of core academic subject area classes taught by highly qualified teachers to meet 100%	M. Miholovich, S. Slater, B. Warden	Local funds	Aug. 2010 – May 2011	Teacher schedules, personnel records, HQ campus reports	High student achievement for all students	HQ, R/R
Maintain the percentage of core academic subject area classes taught by the highly qualified teachers on high poverty campuses to meet 100%	M. Miholovich, S. Slater, B. Warden	Local funds	Aug. 2010 – May 2011	Teacher schedules, personnel records, HQ campus reports	High student performance among Econ. Disadvantaged students	HQ, R/R
Maintain the percentage of teachers receiving highly qualified professional development to meet 100%	M. Miholovich, L. McKinney, D. Dugger, B. Warden	Title I funds, Title II funds, Title III funds, IDEA Federal funds	Aug. 2010 – May 2011	Documentation of Prof. Development (sign-ins, agendas, evaluations)	Highly effective teachers	HQ, PI, R/R
Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out-of-field or non-highly qualified teachers	M. Miholovich, L. McKinney, B. Warden	Local funds	Aug. 2010 – May 2011	AEIS reports, PEIMS	High student achievement for all	CNA, HQ, R/R
Attract and retain highly qualified teachers	School Board, M. Miholovich, D. Dugger, B. Warden	Local funds	Aug. 2010 – May 2011	Budget, Recruiting schedule, AISD website	Low teacher turnover/high student achievement	HQ, R/R
Report annually to stakeholders the status of the district and all campuses toward meeting the state’s highly qualified target goal	L. McKinney, B. Warden	Local funds	Dec. 2010	HQ public report, principal attestations, NCLB Compliance Report, AISD website	An informed community	C
Improve minority recruitment through contacts with area universities	M. Miholovich B. Warden	Local funds, recruitment schedule	Mar. 2010 – June 2011	Purchase orders for recruitment registrations, Job Fair Sign-ins, AISD website	A more diverse staff	HQ, R/R
Provide a stipend for mentor teachers	School Board, D. Daniel, M. Miholovich, M. Davis	Local funds	Dec. 2010	December payroll	Effective mentor program	

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Provide district-wide staff development and early release days (aligned across campuses) based on identified instructional needs	District administration, B. Warden	Calendar, budget, assessment results, surveys, Title II funds -- \$8638	Aug. 2010 – June 2011	Documentation of prof. development (i.e., sign-ins, agendas, evaluations)	High student achievement	CNA, RS, PD, C
Train/provide updates to professional staff regarding: <ul style="list-style-type: none"> • 504 policies/procedures • Dyslexia policies/procedures • MTA (Multi-Sensory Teaching approach) • Identification, recruitment, and services for homeless and migrant students • Assessment • ELS certified TELPAS raters • Professional Development Appraisal System (PDAS) 	District Administrators, B. Warden T. McLean, S. Winkler, M. LeJeune M. Goolsby	Program coordinators and training materials	Aug. 2010 – June 2011	Documentation of Training/updates (i.e., sign-ins, agendas, evaluations)	Maintain a highly qualified staff	CNA, PD, C
Annually review and improve salary/benefit package for all employees and remain competitive within the metroplex	School Board, D. Daniel	Local funds	Spring 2011	Compare salary/benefits packages	Retention of quality teachers and staff	C
Require staff development as a condition for employment in the following areas: <ul style="list-style-type: none"> • Aledo Writing Process • PDAS • Texas Behavioral Support Initiative • New Teacher Orientation • ESL Certification • TELPAS Certification • TPRI • Balanced Literacy • Crisis Prevention Intervention • Gifted and Talented • Texas Reading Academy 	M. Miholovich, L. McKinney, D. Dugger, B. Warden T. McLean	Local funds, District/campus trainers, On-line training modules, ESC Region XI	Aug. 2010 – June 2011	Documentation of staff development (i.e., sign-ins, agendas, evaluations)	Hire and develop a highly qualified staff	PD, R/R, C

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