

**Aledo Independent School District**  
**Vandagriff Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

**“Inspiring students, Capturing hearts, Growing minds”**

**The mission of the Aledo Independent School District is to ensure high levels of learning for all students.**

## Vision

Growing greatness through exceptional experiences that empower learners for life.

**Show Greatness**

**Share Greatness**

**Grow Greatness**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Vandagriff Elementary School is the one of six elementary schools in Aledo ISD. At over 650 students, we moved into the newly remodeled intermediate school to accommodate our growth and educational learning environment needs. Currently the student population is 75% Anglo, 21% Hispanic/Latino, 2% Black or African American, less than 1% Asian, American Indian, Alaskan Native, Native Hawaiian/other Pacific Islander, 2% two or more races. 13% of our students are economically disadvantaged. 8% of students receive Special Education services and 2% receive ESL services. The overall attendance rate for 2021-2022 was 97%. Vandagriff's pupil to teacher ratio is 19 to 1. There are 60 faculty members including 34 homeroom teachers.

Vandagriff's motto is "Inspiring students, Capturing hearts, Growing minds." There is a successful balance between academics, the arts and extracurricular opportunities. We offer UIL, Student Council, Safety Patrol, Student Ambassadors, as well as classroom leadership roles. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Site-Based Committee meetings. The Site-Based Team is comprised of administrators, teachers, parents, and community and business members. Enrollment and attendance data and discipline referrals are studied as well.

### Demographics Strengths

- Overall student achievement
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism

### Needs:

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

# Student Achievement

## Student Achievement Summary

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under the new system, Vandagriff has been rated at the 'Met Standard' level in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness in 2018 and prior years. Vandagriff also met 10 out of 10 Indicators of Performance Rates and 8 out of 8 Indicators for Participation Rates for a total of 18 out of 18 (100%) of the State System Safeguards. High achievement is a result of quality instruction and appropriate/timely intervention through consistent implementation of Response to Intervention (RtI) process. Due to Covid-19, there is no 2019-2020 accountability data and schools were not held to state accountability standards for the 2020-2021 school year. Vandagriff received an A rating for the 2021-2022 school year.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T classes, while ESL and Special Education primarily consists of a co-teach model allowing for student growth and participation in the general education setting while more specific goals are achieved through an individual instructional setting. Teachers review student needs with the RtI process through the means of Collaborative Team meetings with a Professional Learning Community structure all while teachers actively implement Tier 1 interventions to all students. Before and after school tutorials are provided with a primary focus on our W.I.N. (What I Need) time for intervention and extension that our students receive daily. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use Really Great Reading for phonics, and DRA and mCLASS to determine reading levels and all grades use Lexia as an online supplemental resource. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for economically disadvantaged, Special Education, English Learners, and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA, mCLASS, MAP Growth, and online supplemental resources such as IXL and Lexia Core 5 for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI process monitoring records.

## Student Achievement Strengths

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

## Needs:

- Need for professional learning focused on unique needs of under-performing student groups and authentic literacy
- Need for continued technology training for staff with emphasis on student use, improving communication, and the district LMS
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.

- Title I:A \$1,420: supplies for homeless students (title I campuses add your campus amount)

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

- Title 2 funding utilized for professional learning-\$5,853
  - social-emotional learning for staff to impact campus culture and achievement
- Title 3 funding utilized as identified by campus ESL teachers in the following areas
  - ESL students-supplies and tutorials-\$19, 880

- Title 4 funding utilized for Capturing Kids Hearts-\$11,833
- ESSER Funding to provide tutorials for students with learning loss

# School Culture and Climate

## School Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Inspiring students, Capturing hearts, Growing minds”. Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. We use the Capturing Kids Hearts Philosophy; in order to capture a kid’s mind, you must first capture their heart. Vandagriff staff has been further trained with Capturing Kid’s Hearts through their Process Champions program, forming a partnership with colleagues and community to build trusting relationships. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported and the district provides an easy, anonymous online reporting platform for each campus. An iron-clad partnership with Aledo AdvoCats helps to strengthen the confidence of all of our students, but especially those who need assistance financially through the year for clothing, school supplies, field trips, and even spirit wear.

Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Efforts have been made to expand the involvement of fathers with the continued growth and integration of Watch D.O.G.S. (Dads of Great Students) program. Increased parental involvement on campus has been a positive and supportive experience for the students, staff and the campus as a whole, and we plan to continue to increase parental involvement.

Vandagriff has implemented calming techniques for students with anxiety and our counselor leads groups to meet with students dealing with any topic-centered issues. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. The overall feedback during Meet the Teacher, PTO meetings and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs, our teachers and students are seen engaged in learning and enjoying the learning environment, all while meeting the needs of our district instructional plan.

All staff are required to complete the annual training through safe schools that includes, but is not limited to: Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Vandagriff Elementary participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children. P.S. It’s My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It’s program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R’s of personal safety: Recognizing, Resisting, and Reporting. Students always have access to the school counselor on a daily basis. As needs warrant, students also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, the campus counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students. Information is also shared with parents related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and participate in community service projects throughout the year. Students are reminded of their impact and positive influence at Vandagriff through our Heart at Work certificates, Bearcat Bravos, outstanding students, attendance recognition, as well as the Vandagriff Graduate Scholarship. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

### **School Culture and Climate Strengths**

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

### **Needs:**

- Expand participation of the under-represented parents and families



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 56 professional staff members and 4 paraprofessionals. All of the professional staff is fully certified.

We are no longer a Title 1 campus, however we still receive Title 2 allotments. In addition, the district receives Title 3 funds. Title 2 funds are used to support other professional development such as Professional Learning Community with Solution Tree. Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special education staff, and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD, and Accommodations training and Technology training are provided by district personnel.

The district offers a wealth of training opportunities in the summer. Professional development offerings include Just in Time (JIT) trainings, RtI training, Safety and Security training, Capturing Kids' Hearts ongoing training, several Volunteer trainings throughout the year, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Our K-3 teachers are trained in the Reading Academy for the science of teaching reading. District wide Instructional Rounds in the fall and spring to support campus needs. Professional learning schedules and records of attendance and completion are used to document staff development.

## Staff Quality, Recruitment, and Retention Strengths

- 100% fully certified professional and paraprofessional staff
- Faculty collaboration and learning focus
- District professional learning support
- District training on district specific goals
- Professional Learning Community

### Needs:

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Both curriculum and assessment at Vandagriff are TEKS-based. Vandagriff will intentionally design instruction for students through embedding district required components: We Will, I Will, So that I Can, HOT (Higher Order Thinking) questions, critical writing and purposeful academic discussion. English Language Proficiency Standards (ELPS) are used along with TEKS. The curriculum is aligned through scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the alignment of the district's curriculum. Interventions by support personnel such as the ESL teacher, Dyslexia teachers, early literacy interventionist and an interventionist are structured for small group instruction and individual progress and success, as well as, district level specialists in the areas of math, science, social studies and reading/ELA.

A Balanced Math approach is implemented in K-5 classes. This approach mirrors the Workshop Model and 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 5 initiative. Students are assessed to determine intervention groups that will be utilized during WIN (Intervention and Extension) time daily. A variety of resources are being used to support the mathematics instruction that includes but are not limited to BUILD, Envision, IXL, MAP growth, and Reflex Math.

An authentic literacy approach is implemented in K-2 classes. Students are assessed to determine reading level and work toward progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Really Great Reading, Fountas and Pinnell materials, Heggerty, resources from Pearson, as well as the Daily 5 model.

Science and Social Studies utilize instructional strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as STEMscopes and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators. 4th and 5th grade Social Studies classes use document based questions (DBQ) to support critical writing.

Periodic assessments are given to students in grades 3-5 in math, reading, science and writing to determine mastery. DRA is given three times a year to students in K-2, as well as mCLASS to identify student needs in reading and ELA. The assessments are a fluid process, and students needing remediation are grouped for small group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, is a district-wide area of focus that our teachers use in all content areas to achieve higher levels of thinking and critical writing for our students, as well as the implementation of high-yield formative assessments, frequent feedback, learner engagement and student-driven learning.

Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of TEKS, district curriculum guides, assessment, and research-based interventions. Teachers and administrators meet weekly to collaborate what we are teaching, how we are teaching, what we do if our students don't learn and what we do if they did learn the content being taught. This information is then used to drive future instruction and identify students who need additional supports to include remedial instruction, as well as students who need extensions.

## Curriculum, Instruction, and Assessment Strengths

- Teacher participation in developing and alignment of the district curriculum and scope and sequence
- Assessment results are used to guide and inform instruction
- Collaborative Team meetings are used to identify strengths and weaknesses in instruction and drive future instruction
- Implementation of schoolwide WIN time

### Needs:

- Research-based interventions for struggling students

- Extensions for students based on need
- Training, modeling and monitoring of Workshop Model

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors. **Root Cause:** Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

**Problem Statement 2 (Prioritized):** After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The Vandagriff Community has had a relatively stable population. The main constant from year to year is the high level of parent involvement. Parents and other family members sign-in every day for volunteer assignments and are ever-present in the cafeteria, on campus and in the workrooms. We offer several volunteer trainings throughout the year to encourage more parent involvement opportunities.

The Watch D.O.G.S. program is active and growing. As a result, fathers and male mentors are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security, and serve as positive role models for our children, especially for our students with the highest needs.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. We will celebrate with family fun activities including a Grandparents/Special Guest Social, Family Movie Night, a Spring Festival, AdvoCats Run/Walk/Crawl Fun Run, Vanda Glance: Curriculum Night, and host a Scholastic Book Fair in creative ways.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership teams. We have a PTO district representative who leads monthly campus committee meetings.

## Parent and Community Engagement Strengths

- LMS and parent email groups
- School wide weekly newsletter, the Vanda Vision
- Utilization of social media
- Teacher of the Month- sponsored by Myser Orthodontics
- Outstanding Students of the Month, Bearcat Characters, Student Ambassadors, Specials and Cafeteria Awards

## Needs:

- Greater need to increase the involvement of underrepresented parents and families
- Encourage more volunteers in all areas of need, with consistent representation in our cafeteria

# School Context and Organization

## School Context and Organization Summary

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

There are 34 homeroom teachers in grades K-5. The Special Education department has 2 full time teachers, one speech therapist, and one educational diagnostician. There are three specialty teachers: PE, Music and Art and 2 Dyslexia teachers, one part-time Gifted and Talented teacher, one part-time ESL teacher, and a PE aide. The support staff includes the principal, assistant principal, instructional specialist, early literacy specialist, special education instructional facilitator, an interventionist, counselor, nurse, librarian, one PEIMS clerk, and one secretary, as well as related provided (ie: OT/PT). The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

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

Teachers are organized into grade-level teams and a Site-Based Planning Team which functions as the foundation for school planning, collaboration, and site-based decision making. Beautification, Professional Learning Communities, Authentic Literacy, Student Council, and Sunshine committees have been formed to ensure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as mentors to others and members of Response to Intervention (RTI) committees. Third, fourth and fifth grades work together in teams of two or three, and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in general education classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessments, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

## School Context and Organization Strengths

### Strengths:

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

### Needs:

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

# Technology

## Technology Summary

Training will continue to be a need as new programs and equipment are integrated at Vandagriff. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both Bytespeed and Active Inspire Software, and teacher iPads. All students in grades K through 5 have Chromebooks. The technology department has worked diligently to ensure all students have a device to utilize.

The staff has embraced and integrated the Promethean board technology and software, and all teachers use this on a daily basis. We have our own YouTube channel that we utilize for online morning announcements, which the students view on the Promethean Boards in the classrooms. All teachers are using the Promethean Boards effectively. New strategies are shared with colleagues.

The LMS, Blackboard, Eduphoria Parent Link, Canvas, SeeSaw, Webex, Social Media (#growinggreatness, #VandaVibes), Google Sites for teacher websites, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. The LMS has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future.

## Technology Strengths

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

## Needs:

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

# Priority Problem Statements

**Problem Statement 1:** After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors.

**Root Cause 1:** Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

**Root Cause 2:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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



**Parent/Community Data**

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

**Support Systems and Other Data**





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

# Goals

**Goal 1:** How we teach: Delivery of Instruction

**Performance Objective 1:** Vandagriff will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use high yield formative assessments to gain actionable data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district wide, by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration District administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** How we teach: Delivery of Instruction

**Performance Objective 2:** Vandagriff will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





**Evaluation Data Sources:** Daily Impact Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement Framing the Lesson in daily instruction</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize Framing the Lesson daily including We will, I will, So that I can, with fidelity, by June 2023</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement Critical Writing in daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement Critical Writing in daily instruction by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** How we teach: Delivery of Instruction

**Performance Objective 3:** Vandagriff will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023





**Evaluation Data Sources:** Daily Impact Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of classrooms will ensure active student participation in June 2023</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2023, 86% of Vandagriff collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborative Teams will:                      Indicator #1:                      *Teachers will clarify essential learning standards for each unit and criteria for student mastery.                      *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.  <b>Strategy's Expected Result/Impact:</b> 86% of Collaborative Teams at Vandagriff will rate at the "Developing" level in Indicator #1 by June 2023.  <b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialist                      Campus Administration                      District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2023, 85% of Vandagriff collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborative Teams:                      Indicator #1:                      *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.                      *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.                      *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of collaborative teams at Vandagriff will rate at the Developing level on Indicator #1 by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialists                      Campus Administration                      District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 2: Professional Learning Community Actions**


**Performance Objective 3:** By June 2023, 77% of the Vandagriff collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborative Teams: Indicator #1: *Have established an annual SMART goal and assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p><b>Strategy's Expected Result/Impact:</b> 77% of Collaborative Teams at Vandagriff will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 1:** Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

**Evaluation Data Sources:** Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles.                      B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals.                      C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.                      B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 802 659 850">  No Progress                 </div> <div data-bbox="762 802 978 850">  Accomplished                 </div> <div data-bbox="1077 802 1331 850">  Continue/Modify                 </div> <div data-bbox="1434 802 1625 850">  Discontinue                 </div> </div>			



**Goal 3:** Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 2:** The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

**Evaluation Data Sources:** Expenditure records for the 2019 bond program will document the completion of all projects within the Board approved budget for each project by June 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Construction and Facilities Chief Facilities/Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 3:** Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.


**Performance Objective 3:** Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.


**Evaluation Data Sources:** Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will offer and promote monthly parent awareness and training opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> <li>Parents are too busy;</li> <li>School staff seem to busy;</li> <li>Parents feel unsure about how to communicate with the school;</li> <li>School provides little information about involvement opportunities;</li> <li>Parents do not feel a sense of belonging with their child's school;</li> <li>Parents worry that adults at the school will treat their child differently when raising a concern.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 4:** For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

**Evaluation Data Sources:** External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety web page.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police All Campus Officers Campus Administration Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stephanie Maroney	Principal
Administrator	Amanda Sudderth	Assistant Principal
Parent	Stephanie Shelton	Parent
Parent	Erin Happ	Parent
Community Representative	Tom Rowe	Community Member
Community Representative	Darla Jackson	Community Member
Business Representative	George Mason	Business Member
Business Representative	Carma Chisam	Business Member
District-level Professional	Scott Kessel	Central Administration
Classroom Teacher	Jessica LaRoque	Kindergarten Teacher
Classroom Teacher	Julie Zuniga	1st Grade Teacher
Classroom Teacher	Janet Marshall	2nd Grade Teacher
Classroom Teacher	Catharine Clay	3rd Grade Teacher
Classroom Teacher	Diana Cardenas	4th Grade Teacher
Classroom Teacher	Tonya Hardin	5th Grade Teacher
Non-classroom Professional	Kristen Hanvey	Speech Teacher
Non-classroom Professional	Debbie Henrietta	Nurse
Non-classroom Professional	Hannah McConnell	Instructional Specialist
Non-classroom Professional	Lindsay Garrison	Counselor
Paraprofessional	Charlotte Samara	PE Aide