

Aledo Independent School District
Vandagriff Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: A



Mission Statement

“Inspiring students, Capturing hearts, Growing minds”

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2019

Demographics

Demographics Summary

Vandagriff Elementary School is the oldest of five elementary schools in Aledo ISD with separate buildings built in 1937 (gym), the mid 50's (annex) and mid 60's (main building which has doubled in size with an addition in the 90's). The combination gives the campus a unique character for its 629 students. Currently the student population is 80.29% Anglo, 13.99% Hispanic, and 3% or less of two or more races, American Indian, Asian and African American. 9.06% of our students are economically disadvantaged. 9.22% of receive Special Education services and 1.43% receive ESL services. The overall attendance rate for 2018-19 was 96.25%. Vandagriff's pupil to teacher ratio is 19.65 to 1. There are 54 faculty members including 32 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, Kid's Beach Club, Art Club, and Runner's Club. A positive and supportive community of parents adds to Vandagriff's success.

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

Demographics Strengths

Strengths:

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

Needs:

- Close achievement gap in math and reading for all students
- Improve attendance rate to 98%
- Improve overall writing performance with critical writing using Thinking Maps

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.

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 instruction setting. Teachers review student needs with the RtI process through the means of Collaborative Team meetings with a Professional Learning Community structure all while teacher's actively implement Tier 1 interventions to all students. Before, and after-school tutorials are provided with a primary focus on our Intervention and Extension time that our students receive daily. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use DRA to determine reading levels and all grades use Lexia to determine and support other literacy needs. 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 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

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 balanced literacy.

- Need for continued technology training for staff with emphasis on student use and improving communication.
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.

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 parental volunteerism and support. Parents regularly visit students at lunchtime and add to our sense of community. 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. Family Math Night has also been incorporated to provide inclusiveness to the academic strides of our campus. Increased parental involvement on campus has been a positive and supportive experience for the students, staff and the campus as a whole.

Vandagriff has implemented school wide programs such as Calm Cats for students with anxiety and Phoebe the Therapy Dog to meet with students dealing with grief or divorced parents. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. The overall feedback during Meet the Teacher, PTO meetings and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

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

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, such as the board game drive that supported the Aledo AdovCats Angel program. Students are reminded of their impact and positive influence at Vandagriff through 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

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 54 professional staff members and 6 paraprofessional. 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 Capturing Kid's Hearts, Professional Learning Community with Solution Tree, and Science and Math conferences. Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the Campus Improvement Plan and the district's curriculum scope and sequence.

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

The district offers a wealth of training opportunities in the summer. Professional development offerings include Just in Time (JIT) trainings, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% fully certified professional and paraprofessional staff.
- Faculty collaboration and learning focus.
- District professional learning support.
- District training on district specific goals.
- *Capturing Kid's Hearts*, PLC, and Science and Math conference attendance.

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 as we are guided by a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instructional and individual progress and success, as well as, district level specialists in the areas of math, science, social studies and reading/ELA.

A Balance Math approach is implemented in K-5 classes. This approach mirrors the Balanced Literacy/Guided Reading models and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental 5 initiative. Students are assessed to determine intervention groups that will be unitized during 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, Fast Focus, Imagine Math, Reflex Math, TEKSING TOWARD STAAR, and Countdown to STAAR.

A Balanced Literacy approach is implemented in K-2 classes. Students are assessed to determine reading level and work towards 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, resources from Pearson, as well as the Daily 5 model and word work through Words Their Way.

Science and Social Studies are instruction strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as STEMscopes and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators.

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

Thinking Maps, with a focus on the Frame of Reference, is a district-wide initiative that our teachers use in all content areas to achieve higher levels of thinking for our students.

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

Curriculum, Instruction, and Assessment Strengths

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 weakness in instruction and drive future instruction

Needs:

- Research-based interventions for struggling students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

The Vandagriff Community has had a relatively stable population. The main constant from year to year is the high level of parent involvement. Parents and other family members sign-in every day for volunteer assignments and are ever-present in the cafeteria, on campus and in the workrooms. Parents and relatives fill the cafetorium for each grade level performance and program.

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 dad have added an element of safety and security as well as serve positive role models for our children, most especially for our neediest students.

The Vandagriff students, faculty and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. This is the eighth year the campus will host and honor our grandparents with a Grandparent's Day gathering. This will be the 7th annual Mom/Son night and a Daddy/Daughter date night hosted by PTO. We have Phoebe, our comfort dog, who visits our campus and students in need, Family Math Night, AdvoCats Run/Walk/Crawl Fun Run, Family Night at Fort Worth Museum of Science and History, Curriculum Night and host a Scholastic Book Fair both in the fall and spring semesters.

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

Strengths:

- Google sites teacher websites and parent email groups
- School wide bi-monthly newsletter, Vanda Vision
- Utilization of social media
- Teacher of the Month- sponsored by Myser Orthodontics

Needs:

- Greater need to increase the involvement of underrepresented parents and families
- Encourage more volunteers in all areas of need

School Context and Organization

School Context and Organization Summary

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

There are 32 homeroom teachers in grades K-5. The Special Education department has 3 full time teachers, three teacher assistants, one speech therapist, and two part-time educational diagnosticians. There are three specialty teachers: PE, Music and Art and 2.5 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, counselor, nurse, librarian, one PEIMS clerk and one secretary. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

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

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

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

School Context and Organization Strengths

Strengths:

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

Needs:

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

Technology

Technology Summary

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

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, teacher iPads and either five student iPads or five student Chromebooks, depending on the grade level. There are also 4 campus-wide carts of 30 Chromebooks.

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 utilized for online morning announcements and attendance recognition, 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. Teachers record their proficiency level in the state Clarity BriteBytes system each year.

Blackboard, Eduphoria Parent Link, Social Media (#growinggreatness), Google Classroom, Google Sites for teacher websites, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. Google 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 teaches 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. The district Instructional Technology Specialist visits our campus at least one time per month to provide assistance and insight to teachers and their technology integration.

Technology Strengths

Strengths:

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

Needs:

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

Priority Problem Statements

Problem Statement 1: After an analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Vandagriff Elementary will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Data from Daily Impact Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence, 90% of the time, by June 2020.				
2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4	Campus Administration District Administration supervising: Special Education ESL Instruction Rounds Team	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 90% of the time, by June 2020.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Vandagriff Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

Evaluation Data Source(s) 2: Daily Impact Walks**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.	2.4	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020				
2) Teachers will implement Critical Writing in their daily instruction.	2.4	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020				
3) Teachers will implement Framing the Lesson in daily instruction	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>→</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, Vandagriff Elementary will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: *identify essential learning standards for each unit and clarify criteria for student mastery.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of the Collaborative Team will have consistent evidence of the developed level of Indicator 1 by June 2020.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, Vandagriff Elementary will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: * 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.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of the Collaborative Team will have consistent evidence of the developed level of Indicator 1 by June 2020.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, Vandagriff Elementary will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: *have established a SMART goal and assess progress toward reaching the goal	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of the Collaborative Teams will have consistent evidence of the developed level of Indicator 1 by June 2020.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Cadis	SPED Inclusion Teacher
Administrator	Stephanie Covington	Principal
Administrator	Shanna Smith	Assistant Principal
Classroom Teacher	Brittney Flores	Teacher
Classroom Teacher	Catherine Clay	Teacher
Classroom Teacher	Cathy Remigio	Teacher
Paraprofessional	Nora Maloy	Paraprofessional
Classroom Teacher	Jessica Hull	Teacher
Classroom Teacher	Kim McCluer	Teacher
Classroom Teacher	Lauren Stockon	Teacher
Non-classroom Professional	Lindsay Garrison	Counselor
District-level Professional	Scott Kessel	Executive Director of Student Services
Business Representative	Chelsea Alexander	Business Representative
Community Representative	Scott Myser	Community Representative
Business Representative	George Mason	Business Representative
Parent	Joe Frank	Parent
Parent	Darla Jackson	Parent
Community Representative	Peter Couser	Community Representative