

A Past to Remember – A Future to Mold

**VANDAGRIFF ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN**

2016-2017

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

Campus Needs Assessment Team

Stephanie Covington	Principal
Heather Street	Assistant Principal
Lindsay Garrison	Counselor
Patti Bowles	Teacher
Nicole Adkins	Teacher
Tricia Breaux	Teacher
Stephanie Smith	Teacher
Jessica Hull	Teacher
Phillis Bunch	Teacher
Kim McCluer	SPED Teacher
Kelly Ballengee	Paraprofessional
Darla Jackson	Parent
Peter Couser	Community
Chuck Mooney	Business
Denise Dugger	Central Administration

Vandagriff Faculty and Staff

**Vandagriff Elementary School
Comprehensive Needs Assessment
2016-2017 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 530 students. Currently the student population is 78% Anglo, 16% Hispanic, and 1 or less percent each for African American, Asian and American Indian. 10% of the students are economically disadvantaged. 7% receive Special Education services, and 4% receive ESL services. The overall attendance rate for 2015-2016 was 96.8%. Vandagriff's pupil to teacher ratio is 20.4 to 1. There are 48 faculty members including 25 homeroom teachers.

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

Strengths:

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

Needs:

- **Closing the achievement gap in mathematics and reading**
- **Closing the achievement gap for Special Education students**
- **Closing the achievement gap for economically disadvantaged students**
- **Closing the achievement gap for Hispanic students**
- **Closing the achievement gap for English Language Learners**
- **Professional learning opportunities specific to English Language Learners/ELPS**
- **Improvement in overall writing performance**
- **Improvement in overall attendance rate to 98%**

2. School Context & Organization

Narrative:

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

There are 25 homeroom teachers in grades K-4. The Special Education department has 2 full time teachers, 3 teacher assistants, 1 speech therapist, 1 speech assistant and one part-time diagnostician. There are 3 specialty teachers: PE, Music, Literacy Coach, two ½ time GT teachers, 1 ¾ time ESL teacher, a PE aide and a computer lab aide. The support staff includes: principal, assistant principal, counselor, nurse, librarian, and two secretaries. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus 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. Each grade level has a representative on the Site- Based Planning Team which functions as the foundation for school planning, collaboration, and site based decision-making. Technology, Beautification, Professional Learning Communities, Balanced Literacy, U.I.L., Bearcat Response, Student Council, Counseling Advisory, Maker Space, Attendance and Sunshine committees have been formed to insure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as Trainers of Teachers (TOTs) and members of Response to Intervention (RtI) committees. Third and fourth grades work together in teams of two or three, and all other grades work together collaboratively but are self-contained. The faculty and staff provide active support for the inclusion of special education students in the 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, Assessment, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

Strengths:

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

Needs:

- **Professional learning in support of underperforming student groups**
- **More effective and efficient digital and technology communication avenues**

3. Student Achievement

Narrative:

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under that new system, Vandagriff was rated at the “Met Standard” level in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness in 2016. Vandagriff also met 10 out of 10 Indicators for 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 the consistent implementation of Response to Intervention (RtI) processes.

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

Assessment is used to guide instruction. Grades K-2 use the Star Early Literacy Assessment, DRA, and iStation to determine reading levels and literacy needs. A reading coach provides small group remediation as well as dyslexia services. Ongoing formative and summative assessments are utilized in grades 3-4 for all reading, math, science and writing. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing, and science for economically disadvantaged, Special Education, English Language Learners and Hispanic students.

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

Strengths:

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

Needs:

- **Professional learning focused on the unique needs of underperforming student groups**
- **Expand technology training for staff with an emphasis on student use and improving communication**
- **Closing the achievement gap in mathematics and reading**
- **Closing the achievement gap for our targeted sub groups (SPED, EcoD, ELL and Hispanic)**
- **Improvement in overall writing performance**
- **Improvement in overall attendance rate to 98%**

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 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 Literacy Coach are structured for small group instruction and individual progress and success.

A Balanced Math approach is implemented in K-4 classes. This approach mirrors the Balanced Literacy/Guided Reading model and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental Five initiative. Students are assessed to determine intervention groups that will be utilized during the math instruction block. A variety of resources are being used to support the mathematics instruction that include but are not limited to BUILD, Envision, Fast Focus, Think Through Math, Reflex Math, iStation, 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 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, as well as the Daily Five model and word work through Words Their Way.

Science and Social Studies use 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 Stemsopes, alignment and instructional practices are aligned as evidenced by strong student performance indicators.

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

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

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

Strengths:

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

Needs:

- **Professional learning focused on instructional practices to close learning gaps**
- **Research-based interventions for struggling students**
- **Aligned and viable district curriculum scope/ sequence and resources in science and social studies**

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. 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 Kids' 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.

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

Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. Vandagriff has implemented school-wide programs including 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 students and parents. The overall feedback during Meet the Teacher, PTO meetings, Open House, and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs our teachers and students are seen to be engaged in learning and enjoying the learning environment.

Our students are the "reason why" for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school, and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and participate in community service projects through the year, such as food and clothing drives for the Center of Hope – a community aide organization. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

Strengths:

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

Needs:

- **Student input and participation in campus improvement; student surveys**
- **Expand the participation of underrepresented parents and families**

6. Technology

Narrative:

Training will continue to be needed for new programs and equipment. Opportunities for the integration of new technology applications and programs is both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes Class Flow and Active Inspire Software, teacher ipads, and four Extenda student computers. We deployed laptops to our library to provide additional computer lab access. Ipads were purchased in 2013, and teachers check out class-sets to provide technology integrated lessons in a variety of settings.

The staff has embraced and integrated the Promethean Board technology and software. We have our own You Tube channel that we utilize for online morning announcements and attendance recognition, which the students view on the Promethean Boards in the classrooms. All teachers are using Promethean Boards effectively. New strategies are shared with colleagues. Teachers record the proficiency level in the state Clarity BrightBytes system each year.

School Fusion, Eduphoria, Parent Link, Social Media, Google Drive, Google Documents, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. School Fusion has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The current and future technology needs of the school are managed by the Campus Technology Committee. The Vandagriff Technology Committee will guide and direct our campus technology plan, and make decisions regarding the distribution of new technology and program access. The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future.

Strengths:

- **Promethean Boards and software and Extenda computers in each classroom**
- **Utilization of Ipads**
- **A district committed to increasing technology integration**
- **Lessons planned with Promethean Board interaction**
- **School Fusion, Eduphoria, Google Drive, Google Documents, Twitter (#aledomindset), and Assessment Programs**

Needs:

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

7. Family & Community Involvement

Narrative:

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

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

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. This is the seventh year the campus will host and honor our grandparents with a Grandparents' Day gathering. This will be the 4th annual Mom/Son night and Daddy Daughter dance hosted by our Student Council. We also have Phoebe, our comfort dog, who visits our campus and students in need.

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

Strengths:

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

Needs:

- **Increase the involvement of underrepresented parents and families**
- **Increase community involvement on campus**

- Expand technology based communication avenues

8. Staff Quality, Recruitment & Retention

Narrative:

Vandagriff Elementary has 40 professional staff members and 8 paraprofessionals. All of the professional staff is highly qualified.

As a Title I School-Wide Campus, Vandagriff receives funds for professional learning from Title I (\$6,700.00) and Title II (\$5,450.00) allotments. In addition, the district receives Title III (\$13,477.00) funds. Title I funds support training in the core subject areas and assessment. Title II funds are used to support other professional development such as *Capturing Kids' Hearts*, *Balanced Literacy*, *Science and Math* conferences. Teachers may also attend training presented by ESC Region XI and other professional development opportunities which align with and support the Campus Improvement Plan and the district's curriculum scope and sequence.

The Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special ed. staff, and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD and Accommodations training, and Technology training is taught on a Trainer of Teachers (TOT) basis.

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

Strengths:

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

Needs:

- Campus-wide training in support of underperforming student groups
- Continue ESL Certification for new teachers
- Aligned professional learning in support of campus and district goals

- **Supportive implementation and continued professional learning for the teacher acquisition of the T-TESS appraisal system**

2016-2017 Vandagriff Elementary Campus Strategic Plan

District Priority #1: Learning – Vandagriff Elementary shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Vandagriff Elementary will align all curricula and instruction to reflect appropriate rigor and maximize student success to improve math, reading and writing performance, and close achievement gaps of underperforming student populations.	Campus Administration, Campus Grade Level and RtI teams	Eduphoria, iStation, Scope & Sequence Year at a Glance Documents TTM Reflex Math	2016-2017 school year; as data becomes available	STAAR Results, Data Tables, TAPR, T-TESS appraisals, Lesson plans, Federal report card	Comparison of reports and objectives annually by sub groups	PL CNA A C RS
1.2 Vandagriff Elementary will identify and implement an appropriate set of effective instructional strategies to support the integration of laptops, Ipads, and Promethean Boards by staff and students.	Campus Administration, Campus Staff, Computer Lab Paraprofessional, Librarian	Instructional Technology, Title I (\$6,700.00) funding All Classroom and Special Ed staff	August 2016 – June 2017	RtI Campus documentation, Progress Monitoring Data for Individual Students, Lesson plans, Professional Development	T-TESS, Professional Development Sign in sheets & agendas, Clarity BrightBytes	PL C
1.3 Vandagriff Elementary will provide a variety of co-curricular activities, including UIL, Student Council, Runner’s Club, Book Club, Spelling Bee, Maker Space, Music Club and TOT for enrichment with a high level of student participation.	Campus Administration, Campus staff	UIL coaches, Sponsors	August 2016- June 2017	Enrollment numbers in activities (UIL, STUCO) Rosters from programs	Increased attendance, Academic achievements, UIL Recognition at district level	PI C R/R
1.4 Vandagriff Elementary will provide support programs, including GT, ESL, Special Education, Dyslexia, and RtI programs to meet the diverse needs of all learners and reduce the number of students removed from general education settings. Efforts will be made to insure the participation of all	Campus/District Administration, Campus staff	GT Specialists, SE staff, ESL staff 504, RtI Team Tutoring iStation TTM Reflex Math	August 2016 – June 2017	GT Differentiation documentation forms, RtI Campus documentation, Progress Monitoring Data for Individual Students, Class Rosters	TAPR, Special Ed, 504, GT annual reports, TELPAS reports, RtI documentation, PBMAS	C PI HQ T

students, including economically disadvantaged students in all State assessments cycles.						
1.5 Vandagriff Elementary will emphasize the importance of student attendance, and reduce the number of absences and tardies on our campus.	Campus/District Administration, Campus staff	Local Funds, Site-Based Planning Committee	August 2016-June 2017	Written Campus plans, PEIMS data, Site-Based Agendas	Increased attendance, Academic achievements	C PI M RS

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs **Assessment:** TAPR = Texas Academic Performance Reports, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #2: Safety – Vandagriff Elementary shall maintain a safe and orderly environment.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Vandagriff Elementary will follow emergency communication system processes, so employees and students are prepared to respond to an emergency situation at any time.	AISD Police, Campus Administration, Campus Staff, Technology, Maintenance/Operations	AISD Police Local First Responders Local funds Grants Edwards Risk Management Bearcat Response Team	June 2016 – July 2017	Written campus plans, Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Vandagriff Elementary will establish procedures for students and staff to report and respond to safety needs and concerns. Those procedures will be communicated in writing and will be posted to the campus website.	AISD Police, Campus Administration, Campus staff	AISD Police SHAC Edwards Risk Management	June 2016 – July 2017	Written plans on website, Student/teacher handbooks	Teacher, Parent Survey Results	CNA

2.3 Vandagriff Elementary will ensure compliance with all governmental safety regulations by conducting all required drills and documenting compliance.	AISD Police/Maintenance, Campus Administration	AISD Police/Maintenance TASB Resources Edwards Risk Management Safety Folders Asst. Principal	August 2016 – July 2017	Written documentation demonstrating compliance	All campus buildings and procedures will meet regulations	CNA
2.4 Vandagriff Elementary will communicate, adhere to, and enforce the guidelines outlined in the Student Code of Conduct.	Campus Administration, Site-Based Planning Committee Campus Staff	PBIS and Capturing Kids' Hearts TASB Legal Services PEIMS data	August 2016 – June 2017	Discipline data for each campus/district in PEIMS, Site-Based Agendas	Decreased discipline referrals	CNA PI
2.5 Vandagriff Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers, and visitors and participate in a safety awareness month to practice safety protocols.	Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II (\$5,450.00) funding Local funds AISD Police Edwards Risk Management Aledo Fire Bearcat Response Team	August 2016- June 2017 Cyber Safety Week Red Ribbon Week	District/Campus Calendar of Events, Campus drill documentation	Lesson Plans for Red Ribbon & Cyber Safety	CNA PL PI

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

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Vandagriff Elementary will provide multiple platforms of communication for our parents and community, including the Vandagriff website, teacher and staff websites, parent newsletters, Social Media venues, Parent Link	Campus Administration, Technology, Webmaster, Campus Staff	IT Department Campus Website Local funds Social Media Sites	Aug 2016 – July 2017	Documentation of communication, Web status	Increased utilization of a variety of communication methods, Parent feedback, Parent survey	PI PL

messages, and announcements in the Community News.						
3.2 Vandagriff Elementary will provide multiple programs for parent and community involvement including PTO, Site-Based Planning Committee, STUCO, Watch D.O.G.S. Program, Mentors, and Campus Volunteers.	Campus Administration, Counselor, Campus Staff	Site-Based Planning Committee State & local funds Watch DOGS PTO	Monthly 2016 – 2017	Sign-in sheets, Campus calendars of events	Increased parental involvement at the campus level, Community feedback, Parent survey	PI
3.3 Vandagriff Elementary will provide public communication forum opportunities and continue to work with parents to garner support for the mission and goals of the campus by facilitating Meet The Teacher, Title I Meeting, Open House, Site-Based Planning Committee, and Parent Conferences.	Campus Administration, Counselor, Campus Staff	Site-Based Planning Committee Local funds	Aug 2016 – July 2017	Documentation of attendance at meetings, Calendar of events, Website	Attendance at public meetings, Sign-in sheet, News releases, Parent survey	PI
3.4 Vandagriff Elementary will continue to build positive relationships with parent and school organizations through the support of PTO, Watch D.O.G.S. Program, volunteers, and the Site-Based Planning Committee.	Campus Administration, Campus Staff	PTO, Site-Based, Watch D.O.G.S. Program, Local funds	Aug 2016 – July 2017	Parent surveys	Increased results for parent survey	PI

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Assessment: TAPR = Texas Academic Performance Reports, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #4 Human Resources – Vandagriff Elementary shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Vandagriff Elementary will maintain 100% fully certified and highly qualified staff throughout the campus.	Campus Administration	Local funds Title I (\$6,700.00), Title II (\$5,450.00) , Title III (13,477.00) funding	August 2016- June 2017	Principal Attestation Report HQ Campus Reports	HQ District/Campus reports, Personnel records	HQ CNA R/R AYP

4.2 Vandagriff Elementary will facilitate professional development which is aligned with state and district requirements, improves student achievement, and provides appropriate support for new teachers.	Campus Administration, Mentor Teachers	Local funds Title I (\$6,700.00), Title II (\$5,450.00), Title III (13,477.00) funding	August 2016-June 2017	Calendar of Events, Sign-in sheets, Staff Development Agendas	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PL R/R
4.3 Vandagriff Elementary will work to develop leaders through professional learning communities and teams at the campus level including the Vandagriff Site- Based Team, Balanced Literacy Team, and RtI Committee.	Campus Administration, Site-Based Team, Campus Teams	Local funds Title I (\$6,700.00), Title II (\$5,450.00), Title III (13,477.00) funding	August 2016-June 2017	Professional Development Calendar, sign-in sheets, Agendas, evaluations	Staff Development, T-TESS	PL R/R

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Assessment: TAPR = Texas Academic Performance Reports, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

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

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Vandagriff Elementary will continue to utilize a conservative approach to financial management, in order to maintain and strategically manage campus finances which target the improvement of student achievement.	Campus Administration, Site-Based Team, Campus Staff	District Funds, Campus Funds Book Fair Local funds Title I (\$6,700.00), Title II (\$5,450.00), Title III (13,477.00) funding	Aug 2016 – July 2017	Annual audit, FAST/FIRST data	Campus budget and expenditures	CNA C

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Assessment: TAPR = Texas Academic Performance Reports, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

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

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Vandagriff Elementary will continuously monitor, review, and adjust campus programs and processes to insure effectiveness.	Campus Administrators, Site-Based Team, Campus Teams, and Campus Staff	Campus Personnel	Aug 2016 – July 2017	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans	Improvement in areas of concern as identified in evaluation process	CNA PL C
6.2 Vandagriff Elementary will utilize technology to improve and automate internal systems, eliminate redundancies and ineffective practices, and improve customer access to information, support, and services.	Campus Administrators, Campus Leadership Team, Campus Teams, and Campus Staff	Campus Personnel, IT Department, District/Campus Webmaster	Aug 2016 – July 2017	School Website, Social Media Sites AESOP Eduphoria Parent Portal Parent Link	Increase in Automated internal systems, Reduce cost of operations, Increase ease of access to real time information.	CNA PL

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Assessment: TAPR = Texas Academic Performance Reports, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan,

STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System