

Allen Independent School District
Vaughan Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

The mission of Vaughan Elementary is to develop good citizens and life-long learners by empowering each to reach his or her full potential in a caring, safe environment.

Vision

Vaughan is committed to developing good citizens and life-long learners who will make a positive impact on our ever changing world.

Core Beliefs

Vaughan has been known for its SAFE, CARING culture and environment since its opening in the fall of 1989. As we look to the future of our school, the faculty and staff believe that this tradition must continue on behalf of the students we will influence in the years to come.

We believe:

- C** Children are our chosen customers, and we provide the most significant service to them.
- A** All children can learn and deserve the highest quality education.
- R** Relationships based on respect and trust are essential to our task.
- I** Interesting and engaging work will lead to deeper understanding and learning for children.
- N** Nothing is impossible when we work as a team.
- G** Grace is given to all... Each day is a new beginning.

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- S** Safety and security are a top priority.
- A** Affirmation of individual and collective success and effort occurs at all levels.
- F** Friendliness, integrity, and citizenship are fundamental to developing leaders.
- E** Every decision is based on what is best for children!

Vaughan Viking Student Creed:

Vaughan Vikings Sail! We ...

- S** Strive for success,
- A** Always have a positive attitude,
- I** Inspire and respect others, and
- L** Love Learning!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Vaughan Elementary is a 27 year old, K-6 campus in Allen ISD. Vaughan has not been part of district campus boundary changes in the past ten+ years. Student enrollment has declined during that period, most likely because it is a well established neighborhood with families who have elected to remain in the area. Vaughan has increased its enrollment for the 2016-2017 school year by approximately 200 students, as it will house the district's first GATE Academy. Gifted students from all 17 elementary schools will make up the GATE Academy, with the majority of those students traveling to and/or from school on the ten buses provided by the district. Approximately 475 students attend the general education classrooms of Vaughan. Those students live primarily in single family homes, as there is only one apartment complex in the Vaughan attendance zone. Homes currently range in value from approximately \$150,000 to \$300,000. Vaughan was fully renovated over the summer of 2016. This renovation transformed areas of the building to accommodate 12 GATE classrooms.

According to the 2015-2016 PEIMS Student Demographic report, Vaughan had 499 students. Of those 499 students, 14% were African American, 19% Hispanic, 50% White, 0% American Indian, 9% Asian, 0% Pacific Islander, and 5% two or more races. There were 24% considered economically disadvantaged, 5% English Language Learners, and 12% Special Education. The DEAR program was housed at Vaughan at this time, again making the special education percentage higher than the average district campus.

The charts below show the changes in demographics for the Vaughan area since 2000. As the population of the campus has decreased, the number of economically disadvantaged students has increased steadily.

Year	Population	F/R	%F/R	ELL	%ELL	At-Risk	%At-Risk
2000	663	6	0.90%		2.20%		
2001	670	16	2.39%		2.20%		
2002	655	29	4.43%		2.40%		
2003	723	62	8.58%	31	4.50%		
2004	742	76	10.24%	34	4.60%	153	20.70%
2005	729	93	12.76%	52	7.20%	193	26.80%
2006	672	98	14.58%	52	7.60%	220	32.10%
2007	633	113	17.85%	44	7.00%	190	30.20%

2008	585	110	18.80%	31	5.30%	140	23.90%
2009	591	111	18.78%	43	7.40%	81	13.90%
2010	556	127	22.84%	35	6.40%	131	23.90%
2011	534	118	22.20%	42	7.90%	168	31.60%
2012	523	114	21.90%	42	8.10%	164	31.50%
2013	516	122	23.64%	31	6.20%	171	33.14%
2014	508	119	22.00%	34	6.00%	177	34%
2015	497	121	24.00%	27	5.00%	140	28%
2016	500	110	22.00%	33	6.60%		

Year	Population	Asian	Black	Hispanic	Indian	Pacific	White	2 or More
2000	663	11	43	41	5	0	563	
2001	670	14	50	48	6	0	552	
2002	655	20	60	56	7	0	512	
2003	723	22	62	73	6	1	559	
2004	742	33	73	84	4	0	548	
2005	729	47	76	77	5	0	524	
2006	672	40	65	91	4	0	472	
2007	633	40	62	82	5	0	444	
2008	585	37	66	73	5	0	404	
2009	591	37	71	72	5	0	406	
2010	556	35	60	80	12	0	369	
2011	534	35	55	93	6	0	322	23
2012	523	33	53	102	5	0	304	26
2013	516	38	48	103	5	1	293	28
2014	508	38	63	97	3	0	279	28
2015	497	48	72	97	3	1	251	25
2016	500	49	73	98	3	1	253	23

Year	Population	Asian	Black	Hispanic	Indian	Pacific	White	2 or More
2000	663	1.66%	6.49%	6.18%	0.75%	0.00%	84.92%	
2001	670	2.09%	7.46%	7.16%	0.90%	0.00%	82.39%	
2002	655	3.05%	9.16%	8.55%	1.07%	0.00%	78.17%	
2003	723	3.04%	8.58%	10.10%	0.83%	0.14%	77.32%	
2004	742	4.45%	9.84%	11.32%	0.54%	0.00%	73.85%	
2005	729	6.45%	10.43%	10.56%	0.69%	0.00%	71.88%	
2006	672	5.95%	9.67%	13.54%	0.60%	0.00%	70.24%	
2007	633	6.32%	9.79%	12.95%	0.79%	0.00%	70.14%	
2008	585	6.32%	12.28%	12.47%	0.85%	0.00%	69.05%	
2009	591	6.26%	12.01%	12.18%	0.84%	0.00%	68.69%	
2010	556	6.29%	10.79%	14.39%	2.16%	0.00%	66.37%	
2011	534	6.60%	10.30%	17.50%	1.10%	0.40%	60.20%	3.90%
2012	523	6.30%	10.00%	19.40%	1.00%	0.20%	58.30%	4.80%
2013	516	7.36%	9.30%	19.96%	0.97%	0.19%	56.78%	5.43%
2014	508	7%	12%	19%	0%	0%	54%	5%
2015	497	9%	14%	19%	0%	0%	50%	5%
2016	500	9.80%	14.60%	19.60%	0.60%	0.20%	50.60%	4.60%

Vaughan opened the district's first GATE Academy in August, 2016. With that program, we added approximately 200 additional students to our campus in grades 1-5. This increase also changed the Vaughan demographics to a large degree. While the following data is not official until the state's snapshot date in October, it does show the current breakdown for our campus at the beginning of the school year.

Year	Population	Asian	Black	Hispanic	Indian	Pacific	White	2 or More
2016-2017	684	22.37%	12.28%	14.62%	.44%	.73%	45.47%	4.09%

Of these students, 20.61% are considered At-Risk, 17.54% Economically Disadvantaged, 4.97% Limited English Proficient, 6.29% Section 504, 8.63% Special Education, and 35.67% Gifted and Talented.

Demographics Strengths

Vaughan Elementary has many strengths. Some of the most notable demographic strengths include:

1. Vaughan increased enrollment with the addition of 200 gifted and talented students to the GATE Academy.
2. Vaughan continues to have a high attendance rate.
3. Vaughan parent surveys continue to rate our campus favorably each year.

Demographics Needs

Vaughan administration and teacher leaders have determined a need for more professional development on culture, customs, and traditions of the increasingly diverse ethnic backgrounds of our students. This is most likely because the ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students. There is an increased need with the diverse population of students who are joining our GATE Academy.

Student Achievement

Student Achievement Summary

Vaughan Elementary exceeded the state targets on all four performance indexes, as well as 16 out of 17 (94%) State System Safeguards indicators. Vaughan received a rating of Met Standard, along with a Distinction Designations for Academic Achievement in Mathematics on the TEA 2016 Accountability Summary.

	State Target	Vaughan Elementary
Index 1: Student Achievement	60	88
Index 2: Student Progress	30	46
Index 3: Closing Performance Gaps	28	49
Index 4: Postsecondary Readiness	12	50

It is difficult to compare STAAR scores from year to year, as the subject area TEKS continue to change, students move to the next grade level, and the state passing standards for each test are not calculated until after test administration. However, the charts below show the percentage of students meeting the state standards on STAAR assessments over the past five years at Vaughan. This information will help guide discussions during academic team meetings to plan for instruction and intervention.

STAAR Met Expectations	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3rd Math STAAR	86%	94%	82%	97%	91%
3rd Reading STAAR	89%	98%	90%	94%	90%
4th Math STAAR	67%	74%	93%	87%	96%
4th Reading STAAR	95%	82%	96%	87%	96%
4th Writing STAAR	88%	87%	89%	87%	88%

5th Math STAAR	95%	92%	90%	89%	89%
5th Reading STAAR	92%	93%	89%	95%	87%
5th Science STAAR	88%	85%	74%	86%	82%
6th Math STAAR	87%	98%	96%	84%	95%
6th Reading STAAR	90%	93%	94%	90%	94%

Advanced Rates

3rd Math STAAR	30%	30%	17%	37%	39%
3rd Reading STAAR	41%	30%	32%	47%	39%
4th Math STAAR	8%	17%	46%	29%	40%
4th Reading STAAR	35%	36%	32%	35%	42%
4th Writing STAAR	12%	19%	12%	13%	21%
5th Math STAAR	36%	41%	37%	38%	40%
5th Reading STAAR	30%	34%	34%	33%	41%
5th Science STAAR	21%	15%	16%	17%	19%
6th Math STAAR	45%	47%	40%	17%	37%
6th Reading STAAR	31%	47%	29%	34%	38%

In reviewing individual student STAAR results, our special education population has an overall low percentage of students meeting the standard in all grade levels and subject areas. In the 2015-2016 school year, 53% of our special education students met the standard in reading and math, indicating our campus will need to create a plan of action to help support these students in the areas of reading and math. This is the one indicator missed in the State Systems Safeguard, which will be addressed in our campus plan and monitored throughout the school year by campus committee members.

Students in grades Kindergarten, 1st, and 2nd grades are not assessed through STAAR. Allen ISD utilizes other state approved inventories (Istation for Reading and mClass and a district developed assessment for Math) to determine which students are considered at-risk and in need of accelerated instruction/interventions.

Student Achievement Strengths

Vaughan Elementary has a population of hard-working students who strive to meet the challenges of the ever changing curriculum and state testing criteria. The campus is proud of the scores attained and recognizes the efforts put forth by students and staff to achieve the successes we celebrate. Our students made great gains throughout the 2015-2016 school year, as evidenced by benchmark and simulation scores compared to our final STAAR scores. Vaughan met 14 out of the 16 Performance State Systems Safeguards and 14 out of the 14 Participation

State Systems Safeguards. The safeguards missed were in the area of Special Education Reading and Math. With the recent removal of STAAR Modified, students were encouraged to rise to the challenge on the STAAR this past year. We celebrate their efforts and recognize the challenges those students will continue to face.

Student Achievement Needs

Vaughan recognizes the growth needed in all areas as the state standards continue to increase. Our goals will focus on increasing the rigor of daily instruction in order to maintain and/or increase the level of success for our students in all tested grade levels and subject areas. Our immediate need is to create a plan of action for our special education students to become more successful in the areas of reading and math.

Our 4th grade writing and 5th grade science scores have consistently been lower over the past five years than we like to see, indicating a need in those areas as well.

School Culture and Climate

School Culture and Climate Summary

Vaughan has a history of providing a caring and safe learning environment for our students. Our faculty and staff reflect upon our beliefs each school year to ensure we remain focused on the whole-child as we facilitate their learning and empower them to reach their highest potential.

Vaughan joined a Region 10 PBIS Cohort two years ago to strengthen its school-wide behavior strategies. The PBIS team developed school-wide expectations for all common areas of the school, including the cafeteria, hallways, restrooms, playground, and assemblies. Teachers and students use a common vocabulary when discussing expectations. Teachers are purposeful in preteaching expectations and reviewing them periodically throughout the year. Students receive SAIL tickets when they are noticed by staff members exhibiting exceptional behavior in any area of the campus. Those tickets are entered into drawings to recognize students on announcements each week, in monthly and semester assemblies, as well as in classrooms on a daily basis.

The PBIS team reviewed administrator data regarding student office visits, office referrals, and consequences assigned. The committee developed an 'Office Referral Guideline' document to assist staff members in determining what behaviors require mandatory or discretionary office referrals. The staff was also trained in the use of online tools to assist with interventions in the classroom for specific student behaviors.

Vaughan faculty and staff incorporate character development into weekly lessons, focusing on a different character trait each month. Teachers recognize students' efforts as they exhibit those qualities in the classroom and school-wide environment. VIP Awards are presented at Monday Morning Live assemblies to students who represent others that consistently exhibit the character trait of that particular month.

Vaughan teachers provide numerous opportunities for students to participate in after-school clubs, competitions, activities, and family events. They help students develop class and school pride, as they bring them together with class t-shirts, grade level chants, and the school song and creed. Our campus also makes effort to introduce our students to good citizenship and respect for our country by hosting an annual Veterans Day Celebration and donating cards and needed items to veterans throughout the school year.

Parent surveys over the past seven years indicate parents are supportive and are satisfied with our campus culture and climate. 99% of parents returning their surveys rate Vaughan with a grade of A/B.

School Culture and Climate Strengths

Vaughan students are consistently learning in a caring and safe environment. Staff is focused on providing positive supports and reinforcements for students who exhibit appropriate behaviors and good citizenship. Students appear to be happy at school and parent surveys reflect the same.

School Culture and Climate Needs

With the addition of approximately 200 new students to our campus, our most immediate need is to integrate the general education classrooms with the GATE classrooms as much as possible. We need to ensure we maintain the caring and safe learning environment and Vaughan traditions, but also be open to creating new traditions to accommodate our more diverse demographics.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Quality staff is one of the most important factors to ensuring student success. The entire professional and paraprofessional staff at Vaughan is considered to be Highly Qualified. In a recent teacher survey, 32% of the professional staff had already earned a master's degree and 14% were Allen High School graduates. Teachers ranged in experience with 17% having 0-5 years, 20% having 6-10 years, 20% having 11-15 years, 20% having 16-20 years, and the remaining 23% 21+ years.

Teachers were also asked how satisfied they were with their decision to teach at Vaughan ... 73% said they were completely satisfied, 27% said they were satisfied most of the time, 0% said they were somewhat satisfied, and 0% said they were not satisfied.

Vaughan has historically had a very low teacher turnover rate. This past spring and summer; however, we added 15 new teachers to our campus. We replaced one teacher who decided to return to substituting and four long time Vaughan teachers who retired. In addition, Vaughan added ten new teachers to open our first GATE Academy, all of which hold a Gifted and Talented Certification.

The Vaughan PTA, the Vaughan administrative team and the Vaughan Sunshine Committee show appreciation to staff throughout the school year. The PTA provides a monthly meal, meals on STAAR testing days, and special treats during Staff Appreciation Week in the spring. The administrative team highlights teachers on the campus webpage, provides snacks and treats throughout the school year, provides team building activities for the staff retreat and faculty meetings, and offers jean passes regularly throughout the year. Sunshine organizes fun events, provides meals, and recognizes teacher birthdays. In addition, teachers create friendships through collaborating at PLC meetings, serving on committees, sponsoring clubs together, mentoring new teachers, and serving as building buddies to teachers new to our campus.

Staff Quality, Recruitment, and Retention Strengths

Surveys indicate that Vaughan faculty members are satisfied or highly satisfied with their decision to teach at Vaughan. They interact well together and feel appreciated by the local community. Vaughan faculty members have a wide range of experience and expertise in education.

Staff Quality, Recruitment, and Retention Needs

With the implementation of the GATE Academy and the replacement of retiring teachers, Vaughan has fifteen new staff members this school

year. Moving back into the building at such a late date after our school renovation this summer did not allow our staff much time for team building before the school year started. Our most immediate goal for our staff is to provide opportunities for us to get to know each other, to collaborate, and to build trusting relationships.

The new T-TESS evaluation system allows teachers to reflect upon their individual needs and to set their own personal goals. We also need to support teachers with the new system, collaborate with each other to reach our goals, and provide staff development that will support student learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Vaughan Elementary is guided by the Texas Essential Knowledge and Skills (TEKS); the AISD curriculum guides, resources, pacing calendars, and benchmark assessments; campus based assessments; and state mandated assessments. In addition, teachers work with students who are on Individualized Education Programs that have been developed in ARD committee meetings for students with particular needs in Special Education.

Assessment plays a major role in decision making for our students. The campus is committed to using a variety of assessments to plan instruction, intervention, and enrichment to meet the diverse needs of our community of learners. Kindergarten through second grade teachers utilize data from iStation, Think Through Math, DRA levels, classroom formative and summative assessments, student writing samples, and teacher observation to plan for instruction. Teachers in grades three through six utilize STAAR, iStation, Think Through Math, classroom formative and summative assessments, student writing samples, district benchmark assessments, and teacher observation to determine student needs. The Texas English Language Proficiency Assessment System (TELPAS) data is also used for our ELL students. Students receiving intervention support are progress monitored regularly according to their level of need as required by the state.

Vaughan has a 'Focus' period built into the school day for each grade level to provide student intervention and/or enrichment. All support program staff members are available to assist students during the Focus period, including Dyslexia Therapy, ESL, SSI, Speech Therapy, along with instructional aides. Needs vary from subject area to subject area, as well as objective to objective; therefore, these are fluid groups with students receiving support for their individual needs. In addition, teachers provide after or before-school tutoring for students who need additional supports.

Teachers have a common planning time each day and meet at least once a week to collaborate and plan instruction. Their 'Team Planning Notes' are distributed to all special program teachers each week to effectively communicate the objectives being taught and needing reinforced.

Data meetings are held after every benchmark to review the most current data, to collaborate between teachers and support staff, and to plan for interventions. The Core SIT team meets weekly to review any new data, to review Team Meeting Notes, to discuss students who are experiencing difficulty with academic or behavioral progress. Student Intervention Team and/or 504 meetings are held with parents, classroom teachers, support teachers, counselor, campus intervention specialist, and administration to create individual plans for student success.

Special education ARD meetings are held annually to determine special education student needs. These meetings are held more frequently as requested by any staff member or parent to adjust student plans.

Curriculum, Instruction, and Assessment Strengths

Vaughan has structures in place to assess student progress and plan instruction accordingly. It has access to curriculum documents and resources provided by the district with input from classroom teachers. Time in the schedule is provided for teachers to collaborate about curriculum, instruction, assessment, and particular student needs. The master schedule also provides a daily intervention / enrichment Focus time for students to receive support from the needed professional staff members across the campus.

Curriculum, Instruction, and Assessment Needs

Our GATE teachers will need additional time and support to create engaging lessons to dive deeper into the grade level curriculum with their students. While they use the same curriculum the general education teachers use, they have no specialized curriculum documents already prepared for them. GATE teachers are charged with the task of creating their own activities and then adding them to the district curriculum documents throughout the school year.

General education and GATE teachers need continued training and support in the area of adapting instructional strategies to meet the needs of their diverse students.

Family and Community Involvement

Family and Community Involvement Summary

Vaughan has a tradition of having a caring and safe learning environment. Parent surveys are conducted every other year to gather information regarding parents' perception of how our school is performing in the area of school atmosphere/climate, communication between home and school, and staff performance on behalf of students. On average, more than 50% of our students are represented by returned surveys. Of the parents surveyed, 99% of them consistently graded each category with an A/B rating, indicating a high satisfaction of our campus. Vaughan staff members reflect on the comments made by parents on the surveys and make recommendations to the leadership team for any changes needed to improve our performance as perceived by our community.

In addition to conducting staff surveys, our Vaughan PTA surveys parents to gather information regarding their perception of our PTA programs, fundraisers, and volunteer opportunities. The PTA Board uses this information as it plans for upcoming activities.

Vaughan provides numerous opportunities each year for our families to participate and become involved with our school, including:

- Volunteer WatchDOGS
- Parent Volunteers
- Meet the Teacher Night
- Curriculum Night
- PTA Social Events
- Red Ribbon Family Picnic
- Veterans Day Celebration
- Bedtime Stories, Milk and Cookies with the Principals
- Winter Holiday Parties
- PTA Parent Education Nights
- Field Trip Chaperones
- Open House
- Volunteer Luncheon
- Annual Kickball Tournament
- Family Fun Run Club
- End of Year Celebrations
- PTA End of Year Bash
- 6th Grade Farewell

Vaughan has several local churches that provide support to our teachers and students. We also take advantage of support from our PTA

volunteers, our WatchDOGS volunteers, our high school PALS, and the high school PET students. There are also local groups that provide clothing, school supplies, eye glasses, and counseling for our families in need.

Family and Community Involvement Strengths

The Vaughan community is involved and supportive of our school. Parents are greeted and feel welcome when they visit, whether it be for a parent conference or to have lunch with their children. We provide numerous opportunities throughout the school year for parents and other community members to visit our school and become acquainted with staff and other community members.

Family and Community Involvement Needs

As with anything, there is always room for improvement. Our goal is to have every family active in our evening events, particularly those that offer support to parents as they help their children at home.

Adding 200 GATE students from 16 other campuses to our campus, our need this year is to help those families find their place in our community.

School Context and Organization

School Context and Organization Summary

Students, staff, and parents of Vaughan Elementary take pride in our school and its reputation for having a caring, safe learning environment, for meeting state expectations, and for its focus on character building and citizenship. Our commitment is to making every decision based on what is best for our children ...for their social and emotional needs, for their academic progress, and for their character development.

While STAAR is the method by which the state and community assesses our student progress, Vaughan utilizes a whole-child approach to assessing, planning and providing student instruction. There is a healthy sense of urgency among our staff members and we are proactive in providing students with the interventions they need to experience success. We work cooperatively with our parents on behalf of our children.

Vaughan went through a complete renovation this past summer, allowing us to restructure some of our classrooms, our library, and our meeting spaces. General education grade level classrooms are clustered together throughout the building. Our new GATE classrooms are clustered together toward the back of the school. Those classrooms have magnetic, whiteboard dividers that open to join two classrooms together. The furnishings for those areas are designed to adapt easily to the various types of learning activities those students will experience. The renovation also provided our campus with new and innovative technologies to support student learning.

The Vaughan master schedule is created with a focus on student needs. It includes a 'Focus' intervention/enrichment period, two recesses for our primary students, a common planning time for classroom teachers, and as much instructional time as possible for students. Adjustments are made based upon teacher recommendation and concerns.

School Context and Organization Strengths

Vaughan staff members revisit our belief statements each year and work daily with those beliefs in mind. Grade level and leadership teams work well together and make recommendations to administration regarding structures, schedules, and other staff concerns or needs.

Teachers are focused on student success and provide interventions consistently and with fidelity. They have a healthy sense of urgency for best practices and are constantly looking to improve their craft.

Allen ISD provides numerous resources for our school, including transportation, facilities, special services, learner services, assessment, technology, and security. The district organization of these programs has proven vital to the successes we have experienced.

School Context and Organization Needs

Vaughan staff will need to remain open to changes with our new technology, our new GATE Academy, our demographics, our parent dynamics, our diverse cultures, and the social changes of our community (local, state, and national).

Technology

Technology Summary

Vaughan underwent a complete renovation in the summer of 2016, receiving all new technology. Wireless access points were installed throughout the building. Every general education and most GATE classrooms were allotted at least five student devices to remain in the classroom ... K-3 received laptops and 4-6 received Chromebooks. In addition, the campus received several iPad carts, laptop carts and Chromebook carts that can be used by classes as needed. All GATE classrooms were provided one-to-one devices in the form of carts that can be shared among grade levels, depending on the particular technology need for the lesson. There is one computer lab with 32 all-in-one desktop computers, as well as eight computers in the library area. Every classroom has an interactive whiteboard, a media computer, a document camera and projector. Teachers also have a desktop computer designated for their use and many have an iPad or iPad Mini to support student classroom management and instruction.

Students are using technology devices for assessment, practice, research, textbook access, production, and sharing of their work. They are also using technology to create portfolios that give parents immediate access to their work and that can be kept and expanded from year to year.

Teachers are taking advantage of various staff development trainings designed to integrate technology into their instruction. They are all utilizing Google to communicate with each other and many are using it to communicate with students.

Technology Strengths

Staff and students are taking advantage of the new technologies available this year. Integration is more seamless each year and students appear to be more engaged when using devices.

Technology Needs

More training is needed on the new devices, programs and apps that are designed for student learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation


- Study of best practices
- Action research results

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: All student groups in grades 3 - 6 will score 90% or above on Index 1, STAAR Reading and Math, and the achievement gap will be no larger than 5 percentage points between any group.


Summative Evaluation: 2016-2017 STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will utilize student formative and summative data to adapt instructional strategies to meet the diverse needs of students.	Honey Gray, Tonya Jasenof, Grade Level Chairs, Campus Improvement Team Members	Campus assessments, district benchmarks and simulations, STAAR assessments				
2) Increase before and/or after school tutoring opportunities for students who are at-risk of not meeting the standard on STAAR and are experiencing difficulty with TEKS objectives.	Campus administration, grade level chairs	Classroom assessments, district benchmarks and simulations, STAAR assessments				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: All student groups in grade 4 will score 90% or above on Index 1, STAAR Writing, and the achievement gap will be no larger than 5 percentage points between any group.


Summative Evaluation: 2016-2017 STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will utilize student formative and summative data to adapt instructional strategies to meet the diverse needs of students.	Honey Gray, Tonya Jasenof, Grade Level Chairs, Campus Improvement Team Members	Campus assessments, district benchmarks and simulations, STAAR assessments				
2) Increase before and/or after school tutoring opportunities for students who are at-risk of not meeting the standard on STAAR and are experiencing difficulty with TEKS objectives.	Honey Gray, Tonya Jasenof, Grade Level Chairs	Classroom assessments, district benchmarks and simulations, STAAR assessments				
3) Teachers will provide daily opportunities for students to write in all content areas.	Honey Gray, Tonya Jasenof, Grade Level Chairs	Campus assessments, student writing samples, student journals, district benchmarks and simulations, and 4th grade writing STAAR				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: All student groups in grade 5 will score 90% or above on Index 1, STAAR Science, and the achievement gap will be no larger than 5 percentage points between any group.


Summative Evaluation: 2016-2017 STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will utilize student formative and summative data to adapt instructional strategies to meet the diverse needs of students.	Honey Gray, Tonya Jasenof, Grade Level Chairs, Campus Improvement Team Members	Campus assessments, district benchmarks and simulations, STAAR assessments				
2) Increase before and/or after school tutoring opportunities for students who are at-risk of not meeting the standard on STAAR and are experiencing difficulty with TEKS objectives.	Honey Gray, Tonya Jasenof, Grade Level Chairs	Classroom assessments, district benchmarks and simulations, STAAR assessment				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 4: All student groups in grades K-3 will score 90% or above on end of year math and reading assessments, and the achievement gap will be no larger than 5 percentage points between any group.


Summative Evaluation: 2016-2017 end of year iStation, RTI, and mClass assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will utilize student formative and summative data to adapt instructional strategies to meet the diverse needs of students.	Honey Gray, Tonya Jasenof, Grade Level Chairs, Campus Improvement Team Members	Campus assessments, district benchmarks and simulations, STAAR assessments				
2) Increase before and/or after school tutoring opportunities for students who are at-risk of not meeting the standard on K-2 assessments or 3rd grade STAAR and are experiencing difficulty with TEKS objectives.	Honey Gray, Tonya Jasenof, Grade Level Chairs	Classroom and district assessments, district benchmarks and simulations, state mandated assessments				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.


Performance Objective 1: Vaughan Elementary will recruit, develop, and retain highly qualified staff members.

Summative Evaluation: Campus teacher turnover rate, reduced teacher absenteeism, staff feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide team building opportunities for staff throughout the school year. Activities will include, but are not limited to, staff retreat to an Allen Eagle football game on the plaza, staff Thanksgiving luncheon, Back to School Breakfast in January, recognitions and celebrations at faculty meetings, Sunshine Committee events, and End of Year Celebration Dinner.	Honey Gray, Tonya Jasenof, and Casey Duckworth (Sunshine Chair)	Staff attendance at events, staff survey				
2) Provide leadership opportunities for staff throughout the school year that will include, but are not limited to, grade level chair persons, district cadre members, committee chairs, counselor advisory council members, campus improvement team members, district improvement committee representative, technology team members, PTA teacher representatives, PBIS team members, student club sponsors, and staff development presenters.	Honey Gray and Tonya Jasenof	Staff involved in leadership roles				
3) Provide ongoing staff development and support based on individual staff members' instructional, assessment, and technology needs as determined by teacher T-TESS goals, surveys, requests, observations, and Allen Learning Walks.	Honey Gray and Tonya Jasenof	Staff incorporation of new learning, staff surveys, and informal conferences				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.


Performance Objective 2: Provide students will a variety of extra-curricular opportunities to promote the arts, wellness, technologies, and community involvement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Recruit staff members to form clubs and sponsor activities for students to include, but not limited to, UIL events, Art Quest Club, Fun Run Club, MOVE Squad Service Council, Vaughan Cares Club, Lego Robotics Club, STEM Club, Purple Press Journalism Club, Destination Imagination, and Science Fair.	Honey Gray, Tonya Jasenof, and club/event sponsors	Number of students participating in activities, student feedback				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 3: Increase the level of technology integration to support student learning.


Summative Evaluation: Teacher feedback, student feedback, products created electronically, electronic portfolios

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide staff with digital learning opportunities to increase student use of technology for authentic learning in the classroom.	Honey Gray, Tonya Jasenof, Susan Beazley, Cheryl Rothbauer, District Technology Instructional Specialists	Staff feedback, technology products, administrative walk-throughs, classroom observations, IS modeled lessons				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Vaughan staff will ensure improvement in student learning by working in high-performing teams.


Summative Evaluation: Teacher feedback from PLC meetings, campus assessments, district benchmarks and simulations, and state assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide common planning times throughout the school day to accommodate grade level teams to collaborate, meet with core SIT members, study student data, plan instruction, create formative and summative assessments, integrate technology, and conference with parents.	Honey Gray, Tonya Jasenof, and Gwynn Loftin	Campus assessments, district benchmarks and simulations, state assessments, Team Planning Notes, and master schedule				
2) Provide curriculum and instruction support to teachers through collaborative meetings with district instructional specialists.	Honey Gray, Tonya Jasenof, Learner Services Department	Teacher feedback, lesson plans, walk-throughs, campus assessments, district benchmarks and simulations, and state assessments.				
3) Provide opportunities for teachers to collaborate in PLC meetings with colleagues who are working on the same type of T-TESS goals.	Honey Gray and Tonya Jasenof	Teacher feedback, T-TESS conferences				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: Vaughan staff will maintain a school-wide intervention planning system designed to improve student learning.


Summative Evaluation: Feedback from data meetings, progress of students receiving intervention support, campus assessments, district benchmarks and simulations, and state assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize current data for Core Data Team members to determine the best intervention support for individual students, to discuss best practices, and to make recommendation for additional assessments as needed.	Honey Gray, Tonya Jansenof, Gwynn Loftin	Progress of students receiving intervention support, campus assessments, district benchmarks and simulations, and state assessments				
2) Include a 'Focus' period in the master schedule for every grade level designed to provide students with intervention support, enrichment, and/or practice of skills.	Honey Gray and Tonya Jansenof	Teacher feedback, parent feedback, campus assessments, district benchmarks and simulations, and state assessments				
3) Utilize committee to review data, recognize trends, and create a plan of action to address special education student deficiencies and needs in the areas of reading and math.	Honey Gray and Tonya Jansenof	Increased performance on campus assessments, district benchmarks and simulations, and state assessments				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Provide opportunities for teachers to investigate project based learning.

Summative Evaluation: Teacher feedback, number of teachers utilizing PBL in the classroom, 2016-2017 STaR Chart

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide technology needs assessment for teachers to determine staff development needed to increase teacher and student technology use.	Honey Gray and Tonya Jasenof	Survey results, Techno Tuesday staff development classes offered, staff attendance at Techno Tuesday, increased technology usage on Allen Learning Walks				
2) Provide Techno Tuesday staff development opportunities to increase teacher knowledge and use of Google Drive and iPad educational applications, as well as online textbook resources.	Honey Gray, Tonya Jasenof, Susan Beazley	Attendance at Techno Tuesday, increased technology usage on Allen Learning Walks				
3) Provide opportunities for GATE Academy teachers to share their PBL activities with all teachers.	Honey Gray, Tonya Jasenof, Jessica Gitzinger	Teacher feedback, teacher implementation of PBL in the general classroom, administrative walk-throughs				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 2: All K-6 students will submit a minimum of three products to an electronic portfolio each nine-week grading period.


Summative Evaluation: Student portfolio reviews

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide training for all staff members on the use of Google and SeeSaw as possible avenues to house student electronic portfolios.	Honey Gray, Tonya Jasenof, Susan Beazley, and Cheryl Rothbauer	Student electronic portfolios and student, teacher, and parent feedback				

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Vaughan Elementary will provide a safe and structured program to meet the academic and social needs of our diverse student population.


Summative Evaluation: Campus attendance rate 95% or higher, reduced student disciplinary referrals, student survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Continue PBIS team training in the area of school-wide systems to promote student behavioral success, including, but not limited to, school-wide expectations for all common areas of the school, classroom transition expectations, and assembly expectations.	Honey Gray and Tonya Jasenof	Staff surveys, student surveys, reduced number of student discipline referrals				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 2: Vaughan administration will provide opportunities for staff to share and discuss the different cultures represented by our new population of students.


Summative Evaluation: Teacher feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) General education classroom teachers will collaborate with GATE Academy teachers to ensure all students integrate to the extent possible throughout the school day, including, but not limited to, recess, lunch, PE, art, music, clubs, field trips and programs.	Honey Gray, Tonya Jasenof, Grade Level Chairs	Teacher observation and feedback, student and parent feedback, discipline referrals related to respect for others				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Vaughan will continue to utilize the campus SAIL team to establish campus-wide positive behavior strategies and monitor the effectiveness of each.


Summative Evaluation: Office referrals, teacher feedback, SAIL tickets distributed to students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Vaughan will refine and continue to utilize the campus SAIL team to establish campus-wide positive behavior strategies and monitor the effectiveness of each.	Honey Gray, Tonya Jasenof, and Sandee Moffett	Number of SAIL tickets distributed, student, staff and parent feedback, reduced office referrals				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 2: Students will be informed of class and school-wide expectations and will be held accountable for meeting those expectations.


Summative Evaluation: Student, staff and parent feedback, classroom behavior data, office referral data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The Vaughan counselor will provide classroom guidance to all K-6 students regarding character traits, bully prevention, getting along with others, and additional topics needed to support our student population.	Honey Gray, Tonya Jasenof, and Sandee Moffett	Student, staff and parent feedback, reduced office referrals, number of students using counselor for support				
2) Classroom teachers will pre-teach all expectations and will review them with students throughout the school year as needed.	Honey Gray and Tonya Jasenof	Student, staff and parent feedback, classroom behavior data, reduced office referrals				
						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Vaughan staff will follow established procedures for communicating needs to administration regarding facilities, resources, field experiences, technology integration, and other needs that may arise.

Summative Evaluation: Staff feedback, student progress data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Staff members will receive training at the beginning of the school year regarding communication procedures and will be shown how/where to access information as needed.	Honey Gray, Tonya Jasenof, Corinne Kahil, Susan Beazley, and Cheryl Rothbauer	Number of Helpdesk tickets submitted, staff feedback, number of concerns brought to the attention of administration				
						

Addendums

Goal: Vaughan Elementary will utilize their coordinated school health program to set a wellness goal and objectives to encourage the health, fitness and attendance of their students.

Performance Objective: Vaughan Elementary School Wellness Action Team will develop a wellness goal for their campus by analyzing their student fitness data, student activity level, student attendance, student academic data and economically disadvantaged student data.

BQ (LEGAL)

Education Code: *11.253(d)*

Summative Evaluation: Wellness goal(s) and objectives will be submitted to the district school health coordinator.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Apr	July
Establish a School Wellness Action Team and designate a School Wellness Captain; the captain will set meetings and assemble the team. The team will establish at least one measurable goal and document progress toward goal completion.	Principal and School Wellness Captain	School Wellness Action Team will submit documentation of wellness meetings with minutes and goal form. Documentation of one measurable goal is required.				
Analyze student fitness data, other research-based assessments, attendance, academic data, and data on academically disadvantaged students, to set coordinated school health program goals for the school year.	School Wellness Action Team Members	School Wellness Action Team will view campus Fitnessgram data and other relevant data. No individual student data will be viewed by the team as a whole. Program goal will be recorded and monitored for the 2015-2016 school year.				
Ensure students are receiving required physical education classes/minutes each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal, Counselor and Physical Education Teacher	Review student schedules and courses to ensure the students are receiving the required minutes for physical education. The physical education teacher will monitor student MVPA activity levels during class.				

District Name:	Allen ISD
Campus Name:	Vaughan Elementary
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District/Campus Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - Index Questions

Index 1-Student Achievement	Did your district/campus meet standard for Index 1?	<input checked="" type="checkbox"/> Yes, with an Index score of 66 or higher. <input type="checkbox"/> Yes, with an Index score of 60-65. <input type="checkbox"/> No.
	<p><i>If your district/campus Index 1 score was above 65, you do not need to answer this question.</i></p> <p>If your district/campus did not meet standard or met standard with an Index score of 60-65, what student groups are in greatest need of improvement?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<Provide additional information or observations here>	

District Name:	Allen ISD
Campus Name:	Vaughan Elementary
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District/Campus Data Analysis Summary

Index 2-Student Progress	<p>Did your district/campus meet standard for Index 2? ?</p> <p><i>*see help box for score details</i></p>	<input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target. <input type="checkbox"/> Yes, with an Index score at target or less than 2 points above. <input type="checkbox"/> No.
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which student groups are in greatest need of improvement?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<p><i>If your district/campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your district/campus did not meet the Index 2 target or narrowly met it by 2 points or less, which group of students contributed to missing or narrowly meeting the Index 2 standard?</p>	<input type="checkbox"/> Students who failed in 2014 and failed in 2015 <input type="checkbox"/> Students who passed in 2014 and passed in 2015 <input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015 <input type="checkbox"/> Other
	<p><Provide additional information or observations here></p>	
	<p>Did your district/campus meet standard for Index 3? ?</p> <p><i>*see help box for score details</i></p>	<input checked="" type="checkbox"/> Yes, with an Index score of greater than 2 points above target. <input type="checkbox"/> Yes, with an Index score at target or less than 2 points above. <input type="checkbox"/> No.

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District/Campus Data Analysis Summary

Index 3-Closing Achievement Gaps	<p style="color: red; font-style: italic;">If your district/campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your district/campus in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
<Provide additional information or observations here>		
Index 4-Postsecondary Readiness	<p>Did your district/campus meet standard for Index 4? ?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p style="color: red; font-style: italic;">If your district/campus met Index 4 target, then you do not need to answer this question.</p> <p>Which component(s) of Index 4 contributed to your district/campus missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator	
<Provide additional information or observations here>		

Section II - Safeguard Questions

Did your district/campus meet all state system safeguards for performance?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
<p style="color: red; font-style: italic;">If your district/campus met all state system safeguards for performance, you do not need to answer this question.</p> <p>If your district/campus did not meet all state system safeguards for performance, which subjects & student groups were missed?</p>											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Name:	Allen ISD
Campus Name:	Vaughan Elementary
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District/Campus Data Analysis Summary

State System Safeguards - Performance	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<Provide additional information or observations here>												
Federal System Safeguards - Performance (Title 1 Campuses Only)	Did your Title 1 campus meet all federal system safeguards for performance?								<input type="checkbox"/> Yes		<input type="checkbox"/> No		
	<i>If your campus is not Title 1 or if your Title 1 campus met all federal system safeguards for performance, you do not need to answer this question.</i>												
	If your campus did not meet all federal system safeguards for performance, which subjects & student groups were missed?												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	
	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	n/a	n/a	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	n/a	n/a	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<Provide additional information or observations here>													
System Safeguards - Participation	Did your district/campus meet all system safeguards for participation?								<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No		
	<i>If your district/campus met all system safeguards for participation, you do not need to answer this question.</i>												
	If your district/campus did not meet all system safeguards for participation, which subjects & student groups were missed?												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL	
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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District/Campus Data Analysis Summary

	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<Provide additional information or observations here>											
System Safeguards - Graduation	Did your district/campus meet all system safeguards for graduation?								<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
	If your district/campus met all system safeguards for graduation or is not evaluated on this indicator, you do not need to answer this question.											
	If your district/campus did not meet all system safeguards for graduation, which student groups were missed?											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<Provide additional information or observations here>												

Section III - Critical Success Factors (CSFs)

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources that will be used when reviewing the campus' processes for each CSF. (For possible data sources, see the CSF Data Sources document.)	
Academic Performance	<input type="checkbox"/> District benchmarks, STAAR performance, TPRI results, Istation results, Individual Education Plans (IEPs), tutoring reports
Use of Quality Data to Drive Instruction	<input type="checkbox"/> District benchmarks, STAAR performance, TPRI results, Istation results, Individual Education Plans (IEPs), tutoring reports
Leadership Effectiveness	<input type="checkbox"/> District benchmarks, STAAR performance, TPRI results, Istation results, Individual Education Plans (IEPs), data meetings, tutoring reports, teacher retention, teacher attendance

District Name:	Allen ISD
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District/Campus Data Analysis Summary

Increased Learning Time	? Time on task observations, student engagement observations, master schedule, minutes of instructional time per day
Family and Community Engagement	? Number of parent conferences, number of parent workshops/resources, number of modes of communication
School Climate	? Teacher retention rate, student perception data, staff perception data, discipline data, attendance data, teacher attendance, walk-through observations, PBIS activities and impact
Teacher Quality	? District benchmarks, STAAR results, student feedback, classroom observations, walk-through data, teacher feedback, teacher evaluation results, professional development hours, classroom engagement, time on task, discipline referrals, parent surveys

Section IV - Identification of Problem Statements

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in fewer problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

District Name:	Allen ISD
Campus Name:	Vaughan Elementary
School Year:	2015-2016

District/Campus Data Analysis Summary

Problem Statement 1:	<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;">?</div> <p>Which area(s) does this problem statement address?</p>	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
52% of our special education students did not meet the standard on reading STAAR in 2015.		
Problem Statement 2:	<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;">?</div> <p>Which area(s) does this problem statement address?</p>	<input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness <input type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other
<type your problem statement here>		

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Needs Assessment Summary

Definition/Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:
 Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Data analysis
 Step 5: Root cause analysis
 The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section IV of the Data Analysis tab</i>	PS 1:	52% of our special education students did not meet the standard on reading STAAR in 2015.	is occurring because of Root Cause #1	Root Cause 1:	The STAAR assessment was not the appropriate test for most of our special education students this past year. Students not meeting the standard on the reading STAAR have been receiving modified instruction with numerous accommodations not available to the same extent on the STAAR, including but not limited to, checking for understanding, extra time, reduced assignments, and reteach/redo assignments. The extra time spent on mastering objectives reduces the amount of time available to cover the entire grade level curriculum.
	PS 2:	<type your problem statement here>	is occurring because of Root Cause #2	Root Cause 2:	<Enter identified root cause here.>
	PS 3:	<type your problem statement here>	is occurring because of Root Cause #3	Root Cause 3:	<Enter identified root cause here.>
	PS 4:	<type your problem statement here>	is occurring because of Root Cause #4	Root Cause 4:	<Enter identified root cause here.>
	PS 5:	<type your problem statement here>	is occurring because of Root Cause #5	Root Cause 5:	<Enter identified root cause here.>

Identified and Prioritized Root Causes:
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index or system safeguard and ensure those are your prioritized Root Causes.

***** Important Notice! Campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name:	Allen ISD
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Root Cause 1:	The STAAR assessment was not the appropriate test for most of our special education students this past year. Students not meeting the standard on the reading STAAR have been receiving modified instruction with numerous accommodations not available to the same extent on the STAAR, including but not limited to, checking for understanding, extra time, reduced assignments, and reteach/redo assignments. The extra time spent on mastering objectives reduces the amount of time available to cover the entire grade level curriculum.		
Area(s) Impacted	<input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness <input checked="" type="checkbox"/> Performance Safeguards <input type="checkbox"/> Participation Safeguards <input type="checkbox"/> Graduation Safeguards <input type="checkbox"/> Other		Annual Goal: ? 60% of our special education students in grades three through six will meet the standard on the reading STAAR in 2016.
	<input type="checkbox"/> CSF 1-Improve Academic Performance <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness <input type="checkbox"/> CSF 4-Increased Learning Time <input type="checkbox"/> CSF 5-Family/Community Engagement <input type="checkbox"/> CSF 6-School Climate <input type="checkbox"/> CSF 7-Teacher Quality		Strategy: ? Vaughan special education staff will review student assessment data, plan instruction according to specific student needs, provide additional tutoring opportunities consistently throughout the school year, increase the rigor of instruction where appropriate, provide opportunities for more critical writing, research and access quality resources for instruction, provide resources to parents for additional home support, frequently monitor student progress to adjust instruction, and celebrate small successes with students to promote confidence in skills. Additionally, staff will review student accommodations and testing options to determine if students who were not successful on the STAAR should test with STAAR A in 2015-2016.
	How will addressing this Root Cause impact the index/safeguard/CSF? ? Increasing the rigor of instruction and providing additional and more consistent tutoring support will reduce the amount of modified instruction students have been requiring/receiving previously. Increasing student confidence throughout the school year will reduce the amount of time spent on reteaching skills/concepts and redoing assignments, providing students more time to cover the entire grade level curriculum. Assigning students a more appropriate assessment to meet their accommodations will also help them be more successful in meeting the state standards.		

Interventions by Quarter (Root Cause 1)

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ? Review sped student data and determine the likely cause of sped students not meeting the standard on reading STAAR. Research strategies and resources that would have a positive impact on student learning.	Q2 Goal: ? Review sped student data and plan instruction and tutoring based upon individual student needs. Research and access quality resources for instruction. Provide additional resources for parents support at home.	Q3 Goal: ?	Q4 Goal: ?				
Q1: To date, what actions have been taken to address & support this root cause?	Interventions:		Interventions:		Interventions:		
The Safeguard Intervention Committee met to determine the root cause(s) for 52% of our sped student population not meeting the standard on the reading STAAR in 2015. The committee set a goal for the year, as well as strategies to reach the goal. The committee members also met with district instructional specialists to review the student data and possible resources that might impact student learning.	1)	Scaffold the curriculum to meet individual student needs.	1)		1)		
	2)	Provide before or after school tutoring for students who would benefit from additional support.	2)		2)		
	3)	Provide students and parents resources and/or activities to complete at home to support student progress.	3)		3)		
	4)		4)		4)		
	What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor interventions?		
	1)	Weekly data collection, district benchmarks	1)		1)		
	2)	Number of students attending tutoring, weekly data collection, district benchmarks	2)		2)		
	3)	Parent and student feedback, percentage of student completion of home assignments, weekly data collection, district benchmarks	3)		3)		
	4)		4)		4)		

Root Cause 2:	
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