

# Allen Independent School District

## Vaughan Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



# 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

## Value Statement

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.

&

- 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!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Vaughan Elementary is a 33 year old, K-6 campus in Allen ISD. While Vaughan supports students within the neighborhood, we also have the GATE Academy which opened in 2016. Gifted students from all 18 elementary schools make up the GATE Academy, with the majority of those students traveling to and/or from school on buses provided by the district. Approximately 421 students are enrolled in the general education classrooms at Vaughan and 276 are in the GATE Academy. Our neighborhood 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 \$250,000 to \$450,000. Vaughan was fully renovated during the summer of 2016. This renovation transformed areas of the building to accommodate 12 GATE classrooms. In the summer of 2022, Vaughan received a technology refresh.

According to the 2021-2022 PEIMS Student Demographic report, Vaughan had 697 students. Of those 697 students, 8% were African American, 17% Hispanic, 40% White, 1% American Indian, 27% Asian, 0% Pacific Islander, and 8% two or more races. There were 17% considered Economically Disadvantaged, 8% Limited English Proficient, and 12% Special Education. The Economically Disadvantaged percentage decreased from 21 to 17% from the previous year. This may be attributed to the U.S. Department of Agriculture providing meals to all students free of charge regardless of eligibility through June 30, 2022, therefore free/reduced applications were not required.

At Vaughan Elementary, staff quality is an important factor in promoting student success on our campus. All teachers and paraprofessionals at Vaughan are highly qualified. Teachers are ESL certified. In addition, GATE teachers are certified in gifted education, and all staff is in compliance with gifted training. Various activities, such as Sunshine Committee events and team building activities are held on campus to promote team building and a family-type atmosphere.

### Demographics Strengths

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

1. Vaughan increased enrollment in 2016 with the addition of approximately 276 gifted and talented students to the GATE Academy.
2. Vaughan continues to have a high attendance rate. The campus attributes this to a strong partnership with families and a focus on high quality education.
3. Vaughan parent surveys in previous years have routinely been positive.
4. Vaughan has systems in place to support new staff and teachers (i.e. mentors, building buddies, and new teacher training).

5. Vaughan provides consistent team and morale building activities.
6. Vaughan provides a staff development plan based on campus and district needs as determined by data.
7. Vaughan offers many diverse programs and after school clubs for our students to engage in a variety of learning opportunities and foster friendships (i.e. STEAM Club, Robotics Club, Chess Club, Vaughan Cares Club, Environmental Club, UIL).

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students who are identified as economically disadvantaged are struggling to reach approaching grade level standards (passing STAAR) in reading and/or math. **Root Cause:** challenges posed from the unique learning environment due to the pandemic

# Student Learning

## Student Learning Summary

All schools in Texas must meet standards in three state accountability domains. For the 2021-2022 school year, Vaughan Elementary received an 'A' rating on the overall accountability summary.

### Overall - Scaled Score 95 - Rating = A

Student Achievement - Scaled Score 93 - Rating = A

School Progress - Scaled Score 92 - Rating = A

Closing the Gaps - Scaled Score 98 - Rating = A

## Student Learning Strengths

A thorough analysis of Vaughan Elementary student achievement reveals the following areas of strength:

- Vaughan increased the percentage of students approaching grade level standards on STAAR in all subjects and grade levels from 2021 to 2022.
- Vaughan increased the percentage of students meeting grade level standards on STAAR in all subjects and grade levels from 2021 to 2022.
- Vaughan increased the percentage of students mastering grade level standards on STAAR in most subjects and grade levels, with exception to 4th Math and 5th science, from 2021 to 2022.

<b>2021-2022 STAAR Reading Performance Summary</b>			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	94%	80%	69%
4 <sup>th</sup> Grade	90%	77%	56%
5 <sup>th</sup> Grade	95%	80%	60%
6 <sup>th</sup> Grade	86%	70%	52%

**2021-2022 STAAR Math Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	88%	67%	47%
4 <sup>th</sup> Grade	83%	66%	52%
5 <sup>th</sup> Grade	94%	77%	59%
6 <sup>th</sup> Grade	91%	68%	52%

**2021-2022 STAAR Science Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5 <sup>th</sup> Grade	88%	68%	34%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math. **Root Cause:** On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test all students are expected to take one test.



# School Processes & Programs

## School Processes & Programs Summary

Vaughan Elementary is focused on putting students first. Teachers and administrators work together to make instructional decisions that support students and instruction. Our staff regularly reviews student assessments in order to provide targeted instruction for improvement during instruction, intervention, and tutoring. Campus instructional coaches work with teams to analyze data and plan for differentiated instruction to meet students' needs. Core SIT (Student Intervention Team) meets to discuss student and teacher needs to promote achievement. Student learning needs and expected outcomes for achievement are discussed during professional development, PLC's, Core SIT meetings, data talks, professional learning, and instructional activities. When our students are not making progress or struggling socially or emotionally, we conduct a Student Intervention Team meeting or a review ARD/504 staffing/meeting to make adjustments to help them grow.

In efforts to equip our students with opportunities to be innovative with technology, Vaughan is providing our staff with training opportunities on a wide range of technology resources. With the recent renovation in 2016, each classroom has easy access to technology devices in addition to class sets of desktops in the library and computer lab. The classrooms at Vaughan are equipped with interactive whiteboards that are routinely utilized by teachers and students.

## School Processes & Programs Strengths

- Use of various forms of data to drive our conversations and instruction
- Use of differentiated instructional practices
- Grade levels collaboratively design lessons to meet multiple learning styles
- Team planning times are used effectively to design lessons
- Assessments are aligned to state standards
- EL and Special Education inclusion support services are aligned with classroom instruction
- Structured intervention/enrichment times for students are held on a daily basis
- Data talks are led by instructional leadership with necessary teachers to review data and develop intervention plans
- RTI supports overall campus growth in all grades
- Social Emotional Learning provided daily by all teachers
- Strong communication between teams, teachers and administration
- Community support
- Teachers feel as though they have a voice
- Tutoring is provided after school for additional targeted support
- Common team planning time is dedicated for collaboration
- Regular data meetings are held to review student progress
- All teachers have a variety of options for what technology they want to use in their classroom
- Students have access to various devices

- Teachers are trained on restorative practices and community circles

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** A larger percentage of students are struggling to respond appropriately in certain situations and are lacking the ability to understand the impact their reaction may have on others. **Root Cause:** Students are lacking the social emotional skills to be able to handle certain situations.

# Perceptions

## Perceptions Summary

Our campus mission is "Vaughan Elementary develops good citizens and life-long learners by empowering each to realize his or her full potential in a caring, safe environment". Our staff and community have embodied this mission which is evidenced by the way staff and students interact with each other and participate in many after school clubs and programs which support the varied interests of our students. We are committed to creating a supportive environment focused on learner-centered instruction for staff and students, built on character, and developed through professional growth and collaboration with colleagues, parents, and the community with the common purpose of supporting students in becoming engaged and successful learners and citizens.

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas. The school and PTA offer various opportunities for parents and community members to be involved. The campus website and calendar are kept up to date with the latest happenings at Vaughan. We make sure that our routines are consistent, including our weekly Wednesday folders.

## Perceptions Strengths

Vaughan Elementary embraces a culture in which personal and academic achievement is fostered for all students.

- Varied after school programs/clubs that meet varied social, emotional and academic needs of students and multiple family events that encourage community involvement
- Students and staff feel safe on campus at Vaughan due to effective procedures and drill practice as evidenced by campus safety audits
- Purposeful collaborative activities that promote positive communication and problem solving
- To support students social-emotional learning, Vaughan utilizes the Second Step program and a variety of other character building lessons/resources

To enhance parental and community engagement, Vaughan provides:

- Multiple opportunities to volunteer on campus
- WATCH D.O.G.S. Program
- Routine communication with families in various formats
- Various family events

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Due to our diverse population and students coming from various campuses across the district, it is more difficult for families to feel immersed in our school culture. **Root Cause:** There are increased levels of conflict with family schedules and other commitments when seeking to engage families from across the district.

# Priority Problem Statements

**Problem Statement 4:** Students who are identified as economically disadvantaged are struggling to reach approaching grade level standards (passing STAAR) in reading and/or math.

**Root Cause 4:** challenges posed from the unique learning environment due to the pandemic

**Problem Statement 4 Areas:** Demographics

**Problem Statement 1:** Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math.

**Root Cause 1:** On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test all students are expected to take one test.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** A larger percentage of students are struggling to respond appropriately in certain situations and are lacking the ability to understand the impact their reaction may have on others.

**Root Cause 2:** Students are lacking the social emotional skills to be able to handle certain situations.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Due to our diverse population and students coming from various campuses across the district, it is more difficult for families to feel immersed in our school culture.

**Root Cause 3:** There are increased levels of conflict with family schedules and other commitments when seeking to engage families from across the district.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

- Professional development needs assessment data

## Parent/Community Data







- Community surveys and/or other feedback

# Goals

**Goal 1:** Allen ISD will cultivate a culture of excellence.

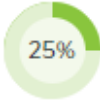





**Performance Objective 1:** Vaughan Elementary will use assessment data to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

**Evaluation Data Sources:** classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, DRA2, iStation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vaughan Elementary teachers will meet in professional learning communities to learn, share, and provide feedback regarding the implementation of differentiated instruction, assessments, student goal setting, data collection, and student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the academic progress of students</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vaughan Elementary staff will meet every 6-8 weeks with campus instructional coaches and/or district instructional specialists to plan intervention/enrichment and classroom lessons to support best practices and student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
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**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.




**Performance Objective 1:** Vaughan Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires collaboration, problem-solving, and innovation to enhance student learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vaughan Elementary will support teachers in disseminating data through mCLASS Reading Diagnostic Assessment and MAP Growth Adaptive Assessment to plan instruction/intervention to meet the individual needs of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize more sources of information to determine strengths and/or weaknesses of each student. This information will allow teachers to plan purposeful lessons to engage and intervene during classroom instruction, their intervention block, and tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CIS, Instructional Coaches and SSI teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
	 25%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vaughan Elementary will empower campus leaders to equip our staff with differentiated learning opportunities that target an array of technology platforms that promote student innovation and presentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student innovation, collaboration, and problem solving skills. Provide additional opportunities for students to have voice and choice over how to demonstrate their understanding of content.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Tech, Instructional Coaches, Campus Tech Team, and Library Media Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
	 0%			
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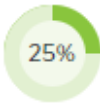






**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 1:** Vaughan Elementary educators will provide targeted, differentiated instruction based on analysis of student data.

**Evaluation Data Sources:** classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, DRA2, mCLASS Texas Edition, and MAP testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will plan and implement differentiated small group instruction for Gen Ed, GATE and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of small group instruction to meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, GT Instructional Specialist and Instructional Coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vaughan Elementary will set up a purposeful system of academic intervention/enrichment support during regular school hours for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide supplemental experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional enrichment opportunities for gifted and talented students.</p> <p><b>Staff Responsible for Monitoring:</b> GT Instructional Specialist, Campus Administrators, District GT Coordinator, and GATE teachers</p> <p><b>Funding Sources:</b> - GT Allotment - \$902,271</p>	Formative			Summative
	Sept	Dec	Mar	May
				










Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance of at risk students on district and state assessments over time.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, SSI Teacher, Campus Administration, and Instructional Coaches</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$77,796</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide supplemental learning experiences and services for identified EL students promoting language acquisition and academic achievement to support them in progressing towards high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance on district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, SSI Teacher, Campus Administration, ESL Teacher, and Instructional Coaches</p> <p><b>Funding Sources:</b> Supplemental Tutoring for Emergent Bilingual Students - Title III EL, - Bilingual/ESL: State Special Allotment - \$250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide supplemental learning experiences and services for special education students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance of special education students on district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Teachers, SpEd Instructional Specialist, and Campus Administrators</p> <p><b>Funding Sources:</b> - Special Education: State Special Allotment - \$443,486</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> DT Teachers and Campus Administrators</p> <p><b>Funding Sources:</b> - Dyslexia: State Allotment - \$44,598</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
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**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 2:** The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 64.35% to 67.5% by June 2024. In 2022 Vaughan third grade students met the 2024 goal.

**HB3 Goal**

**Evaluation Data Sources:** 2021-2024 STAAR Reading Results







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize mCLASS, MAP Growth Reading, and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coaches, CIS, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of tutors and targeted resources to provide additional academic support for tiered and EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction based on student needs which will result in higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI teacher, EL Facilitators, Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strengthen instructional approaches around identifying gaps in literary foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI teacher, EL Facilitators, Classroom Teachers</p> <p><b>Funding Sources:</b> - Early Education: State Allotment - \$35,549</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 3:** The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 69.57% to 72.5% by June 2024.

**HB3 Goal**


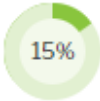
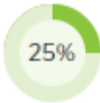





**Evaluation Data Sources:** 2021-2024 STAAR Reading Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize MAP Growth Math and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group, and intervention instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coaches, CIS, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of tutors and targeted resources to provide additional academic support for tiered and EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction based on student needs which will result in higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CIS, SSI teacher, EL Facilitators, Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
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**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 4:** Vaughan Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Evaluation Data Sources:** Number of discipline referrals, student responses in the classroom and within the school community, staff and parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vaughan Elementary will utilize Second Step curriculum to support students in learning social and emotional skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' ability to manage their own emotions/behavior, empathy, healthy relationships, and good decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vaughan Elementary will increase efforts to communicate and engage with families to support SEL.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase partnerships between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional learning opportunities to staff throughout the year to develop a common language and strengthen a deeper understanding of SEL.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a community of connection through relationships to best support students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Vaughan Elementary will use restorative practices with students to encourage empathy and kindness towards others.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' ability to take ownership over poor choices and work to resolve conflict/make the situation better.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$35,549.00
<b>Sub-Total</b>					\$35,549.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$44,598.00
<b>Sub-Total</b>					\$44,598.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$250.00
<b>Sub-Total</b>					\$250.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$77,796.00
<b>Sub-Total</b>					\$77,796.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$443,486.00
<b>Sub-Total</b>					\$443,486.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Supplemental Tutoring for Emergent Bilingual Students		\$0.00
<b>Sub-Total</b>					\$0.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$902,271.00
<b>Sub-Total</b>					\$902,271.00