

Allen Independent School District

Vaughan Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

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.

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 29 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 increased its enrollment for the 2016-2017 school year by approximately 200 students, as it housed the district's first GATE Academy for students in grades one through five; campus enrollment again increased by 50 for the 2017-2018 school year as the GATE Academy welcomed the addition of two 6th grade classrooms. 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 434 students are enrolled in the general education classrooms at 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 \$350,000. Vaughan was fully renovated during the summer of 2016. This renovation transformed areas of the building to accommodate 12 GATE classrooms.

According to the 2017-2018 PEIMS Student Demographic report, Vaughan had 709 students. Of those 709 students, 12% were African American, 15% Hispanic, 43% White, 0% American Indian, 26% Asian, 0% Pacific Islander, and 4% two or more races. There were 17% considered economically disadvantaged, 5% English Language Learners, and 8% Special Education.

Demographics Strengths

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

1. Vaughan increased enrollment with the addition of approximately 250 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students that are identified as at-risk are struggling to reach the approaches level on STAAR.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability domains. For the 2017-2018 school year, Vaughan Elementary 'Met Standard' ratings for each domain and overall.

Overall - Scaled Score 92 - Met Standard

Student Achievement - Scaled Score 93 - Met Standard

School Progress - Scaled Score 89 - Met Standard

Closing the Gaps - Scaled Score 90 - Met Standard

Student Achievement Strengths

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

- Achieving 'Met Standard' in all three domains for the state accountability system.
- Achieving 'Met Standard' for an overall rating for the state accountability system.
- Vaughan Elementary earned five of the six distinction designations we were eligible to earn.
 - Earned Distinction Designations - ELA/Reading, Mathematics, Science, Comparative Academic Growth, and Postsecondary Readiness
- Vaughan Elementary overall had an increase of 23% of all special education student approaching standard on the recent STAAR administration.

2017-2018 STAAR Reading Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	86%	60%	43%
4 th Grade	85%	72%	50%
5 th Grade	93%	84%	56%
6 th Grade	93%	72%	46%

2017-2018 STAAR Math Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	88%	63%	47%
4 th Grade	96%	84%	61%
5 th Grade	98%	92%	74%
6 th Grade	97%	82%	58%

2017-2018 STAAR Writing Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
4 th Grade	78%	61%	31%

2017-2018 STAAR Science
Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5 th Grade	96%	78%	44%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Not all special populations (GT, SPED, EL), regardless of academic achievement, are showing one or more years' worth of growth.

Root Cause: We often focus on getting our special groups to meet the passing standard and not as much on making growth as determined by progress measure.

Problem Statement 2: Our passing rate (approaches grade level) on the fourth grade STAAR writing assessment has shown a three year decline.

School Culture and Climate

School Culture and Climate 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.

School Culture and Climate 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 and as evidenced by campus safety audits
- Purposeful collaborative activities that promote positive communication and problem solving

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Due to our diverse population and students coming from various campuses across the district, it's more difficult for families to feel immersed in our school culture. **Root Cause:** Meshing of families from across the district isn't as convenient for everyone to attend campus functions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on a 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.

Staff Quality, Recruitment, and Retention Strengths

- Key placement of staff in content areas needing academic growth
- Systems are in place to support new staff and teachers (i.e. mentors, building buddies, and new teacher training)
- Consistent team and morale building activities
- Staff development plan based on campus and district needs as determined by data

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Connecting teachers to sustain both personal and collegiate relationships across the building can be a challenge due to the new nature of instructional and planning differences. **Root Cause:** Due to the retirement of tenured teachers and growth, Vaughan has several new staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review 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 instruction to meet students needs. Core SIT team meets to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, intervention groups and assessment decisions. Student learning needs and expected outcomes for achievement are discussed during professional development, grade level planning, Core SIT meetings, data talks, professional learning, and instructional activities.

Curriculum, Instruction, and Assessment 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 is used effectively to design lessons
- Assessments are aligned to state standards
- ESL 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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students who are identified as at-risk are struggling to make one years worth of growth.

Parent and Community Engagement

Parent and Community Engagement Summary

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 Wednesday folders every week.

Parent and Community Engagement Strengths

- 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 Parent and Community Engagement Needs

Problem Statement 1: With parents having students at multiple elementary campuses, it's difficult to be involved at both. **Root Cause:** Since students are admitted to GATE based on a lottery system, siblings are not always chosen to participate in the program.

School Context and Organization

School Context and Organization Summary

Vaughan Elementary is focused on putting students first. Teachers and administrators work together to make instructional decisions that support students and instruction. 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.

School Context and Organization Strengths

- 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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of communication in regards to students receiving multiple interventions hinders student progress.

Technology

Technology Summary

We will continue to implement the district's technology learning plan. Vaughan has provided the staff with training 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.

Technology Strengths

- All teachers have lots of options for what technology they want to use in their classroom
- Students have access to various devices

Problem Statements Identifying Technology Needs

Problem Statement 1: Students lack opportunities to utilize technology in which they create products that demonstrate learning.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: To increase achievement of students receiving tier 2, 3 and special education intervention, Vaughan Elementary will provide more support and additional resources than were previous provided.

Evaluation Data Source(s) 1: classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, intervention artifacts, DRA2, iStation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Vaughan Elementary will set up a purposeful system of academic intervention support during regular school hours for all students.	Grade level teachers, SSI, CIS, Instructional coaches, Instructional Specialists and Administration	Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.				
2) Vaughan Elementary staff will meet at least monthly with campus instructional coaches and/or district instructional specialists to plan intervention and classroom lessons to support best practices and student growth.	Grade level teachers, SSI, CIS, Instructional coaches, Instructional Specialists and Administration	Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.				
3) Analyze campus and district data to plan for instruction during our Focus block to consistently meet differentiated needs of all students.	Administration, Instructional Coaches, Special Area Staff, and Classroom Teachers	Close achievement gaps to help students master grade level curriculum successfully.				
4) Provide supplemental experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	GT Instructional Specialist, Campus Administrators, District GT Coordinator, and GATE teachers	Additional enrichment opportunities for gifted and talented students.				
Funding Sources: Gifted/Talented - 845000.00						

5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	CIS, SSI Teacher, Campus Administration, and Instructional Coaches	Increase in performance of at risk students on district and state assessments over time.				
	Funding Sources: School Excellence Initiative - 155000.00					
6) Provide supplemental learning experiences and services for identified at-risk EL students promoting language acquisition and academic achievement to support them in progressing towards high school graduation.	CIS, SSI Teacher, Campus Administration, ESL Teacher, and Instructional Coaches	Increase in performance on district and state assessments.				
	Funding Sources: ESL - 150000.00, Title III - 900.00					
7) Provide supplemental learning experiences and services for special education students to support individual learning needs.	SpEd teachers, SpEd Instructional Specialist, and Campus Administrators	Increase in performance of special education students on district and state assessments.				
	Funding Sources: Special Education - 300000.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Vaughan Elementary will maintain or increase the number of students meeting or exceeding the student performance expectations on state assessments in all subject areas.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) All teachers will plan and implement 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.	Teachers, Administrators, GT Instructional Specialist and Instructional Coaches	Consistent use of small group instruction to meet the needs of all students.				
2) Identify and address areas of improvement needed to close performance gaps.	Teachers, Administrators, Instructional Coaches, CIS, Counselor	Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.				
3) Use of tutors and targeted resources to provide additional academic support for tiered and EL students.	Administrators, CIS, SSI teacher, EL Facilitators, Classroom Teachers	Increase in targeted instruction based on student needs which will result in higher student achievement.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: Vaughan Elementary will increase community involvement and provide additional opportunities for parents to provide input about their child's academic and social/emotional experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Coffee with the Principal will be scheduled two times during the school year.	Campus Administration	Parents will have opportunities to participate in informal dialogue with campus and community leaders which will build strong relations.				
2) A parent survey will be distributed to elicit input from parents regarding their child's educational experience.	Campus Administration	Parents have a voice and can provide information about strengths as well as identify areas of need.				
3) Parents, students and staff members will be invited to three or more events to increase community involvement.	Campus Administration, Classroom Teachers, PTA, GT Instructional Specialist and Counselor	With families coming from 17 other AISD campuses, we want to continue to provide opportunities for them to be included in our Vaughan community.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: 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 Elementary will provide training to increase the effective use of technology which will help sustain/enhance student engagement and academic success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Vaughan Elementary will provide technology training to support the use of Google Drive and/or Google Classroom.	Campus administration, Campus tech, Instructional coaches, Campus Tech Team, and Library Media Specialist	Increase student engagement and academic success. Provide additional opportunities for student/teacher collaboration.				
2) Vaughan Elementary will support teachers in disseminating data through AWARE to plan instruction/intervention to meet the individual needs of their students.	Campus administration, CIS, Instructional Coaches and SSI teacher	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.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$155,000.00
Sub-Total					\$155,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$900.00
Sub-Total					\$900.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$845,000.00
Sub-Total					\$845,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$150,000.00
Sub-Total					\$150,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$300,000.00
Sub-Total					\$300,000.00
Grand Total					\$1,450,900.00