

**Harlandale Independent School District**  
**Vestal Elementary**  
**2017-2018 Campus Improvement Plan**

## **Mission Statement**

We, at Vestal elementary believe we will be a successful campus by providing a positive and challenging learning environment through our dedication, passion, and integrity in teaching our children. We believe that by being empathetic to all stake holders needs and a reliable partner to ur community, our students will become productive citizens of the 21st century.

## **Vision**

The vision of Vestal Elementary School is to provide a climate of strong supportive relationships and academic excellence in order to promote a self-confident, capable life-long learner.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

# Enrollment for 2016-2017 -----458

### Ethnicity:

- Hispanic----- 450 98.6%
- White-----5 1. %

### Other Student Information

- At-Risk ----- 421 84.5%
- Economically Disadvantaged ---- 445 89.4%
- Limited English Proficient (LEP) ---134 26.9%
- Mobility-----100 23.1%
- Special Education----- 32 6.4%
- Gifted and Talented-----5 1.0%

### Attendance Rate

- 2014-2015-----95.4%
- 2013-2014-----95.5%

### Demographics Strengths

Teachers

Counselor

Social Worker

Tutors (retired teachers)

## Student Achievement

### Student Achievement Summary

#### STAAR results for 2016-2017

##### STAAR Percent at Level II Satisfactory Standard or Above:

	2015-16	2016-16	2016-2017
• <i>All subjects</i>	57%	62%	68%
• Reading	56%	56%	61%
• Math		64%	76%
• Writing	46%	70%	57%
• Science	43%	66%	71%

### Student Achievement Strengths

- Use of TEKS Resource System to help develop aligned and rigorous lesson plans.
- Use of PA at the end of the units in all core areas. Walkthroughs and feedback.
- Improvement of TIER 1 instruction in all subject areas
- Desagregation of DATA after mini benchmark/ campus benchmark/district benchmark.
- Incorporation of writing across every content area from pre-kinder-5th grade
- Incorporation of writing process in all grade levels.
- Use of research based instructional practices learned through Book Studies
- Attend District SD for math and Science
- Monitoring of instruction by PSP
- Weekly PLC Kinder -5th grade
- One planning day every six weeks Kinder-5th grade
- Training on Writers Workshop by Pre-K4SA for K-2nd
- Training on TEA expository writing rubric
- Use of Consultants to improve and strengthen our Guided Reading Instruction

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading and writing scores are low Reading 61% writing 57% **Root Cause:** Systemic problem with guided reading instruction

## **School Culture and Climate**

### **School Culture and Climate Summary**

Vestal students and staff feel safe on the campus.

Recognize students for good grades and attendance.

Create clubs that will broaden students participation and learning

### **School Culture and Climate Strengths**

Classroom manangement/organization has improved for the most part campus wide.

Teachers reflecting a more positive and supportive environment in their classrooms.

Dedicated Teachers making more parent contact.

Parents/Support - get needed support & resources.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers are highly qualified. Professional Development is available and provided locally, through region 20, and occasionally through other PD offerings, as well as through district offerings.

### **Staff Quality, Recruitment, and Retention Strengths**

Low turn-over rate

Variety P.D. opportunities

High retention rate (90's)

Teachers have flexibility in P.D. according to need and interest

Highly qualified staff for Special programs

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Assessments used to measure achievement include TPRI, Tejas Lee, Mclass, benchmarks, ongoing progress monitoring, and STAAR. Manage and monitor the alignment of curriculum across the campus, insuring that the TEKS are unwrapped and taught effectively through mutiple modalities. Use of the TEKS Resource Guide to build robust lesson plans that are aligned to the TEKS.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers utilizing data and creating and monitoring student performance by Zone Charts  
Weekly PLC's  
Interventionists  
Increased RTI Time  
Planning Days every 6 weeks

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Vestal provides a positive and safe environment for staff and students. Vestal is an advocate for student success. Teachers work hard to make children be the best they can be. The entire staff is friendly, respectful, and supportive.

### **Family and Community Involvement Strengths**

Improvement with teacher-parent communication.

A strong group of parent volunteers supporting at various events.

Expanding on parent engagement opportunities.

## **School Context and Organization**

### **School Context and Organization Strengths**

Encouraging and supporting good Attendance for students and teachers.

Good support-Coaches, Counselor

Positive Campus Culture

Parent Room (Avance)

Ipad Technology in Library

Mentors

Provide all teachers with laptops

## **Technology**

### **Technology Summary**

Technology is available providing a minimum of 5 computers to every classroom. There are also two cows in the upper grades. Numerous programs are available. All teachers also have an ELMO/documnet camera and mounted LCD projectors.

### **Technology Strengths**

2 cows

5 student computers per classroom

TPRI is used to evaluate reading levels and progress made by each student.

# 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
- Community and student engagement rating 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- 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
- Male / Female 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
- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

**Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.**

**Performance Objective 1:** 100% of teachers will receive PD in Guided Reading, Math, Writing, and Science. Instruction in every Language Arts classroom will be aligned with TEKS/ELPS

**Evaluation Data Source(s) 1:** STAAR Data/ TPRI /End of Year district assessment

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1st - 5th grade will be departmentalized. This will allow teachers to focus on a content area and become experts on it. Teachers will attend cohort session provided by district for each of the content areas.</p> <p>Provide PLC time for every grade level once every six weeks.</p> <p>Teachers selected by coaches will work with them on a six week cycle. .</p> <p>Implement research based teaching practices through PLC discussions, coaching, and Lead4ward resources and PD attended.</p> <p>Attend Staff Development for Guided Reading.  Hire two retired teachers to provide RTI in math and reading.</p> <p>Provide RTI intervention for students at risk.</p> <p>Purchase Guiding Reading level books for kinder -2nd grade.</p>	2, 3, 4, 8, 9	Principal Academic Coordinator Teachers  Academic Coordinator Principal  Reading coach Academic Coordinator  1 Teacher Principal  Academic Coordinator Principal  RTI interventionist Tutors	Master schedule for 3rd-5th grade Mini Benchmarks STAAR Data  Substitute time cards STAAR results TPRI Results  Lesson Plans Walk throughs  Walk-throughs Travel P.O's  Time cards STAAR results TPRI results				
Funding Sources: 199 - SCE - \$0.00							

**Goal 2: Foster a culture that prepares students for higher education and work force readiness.**

**Performance Objective 1:** 100% of teachers will utilize TEKS resource system and Lead4ward to align standards to their planning, activities and their deliver of instruction.







**Evaluation Data Source(s) 1:** Walkthroughs

District benchmark results

Campus assessments

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Attend all cohort PD. Provide Guided Reading PD.to help increase number of students reading on grade level.</p> <p>Purchase laptops for all teachers in order to make their planning locations more flexible</p> <p>Provide weekly PLC time for Kinder-5th grade teachers.</p> <p>Utilize TEKS resource system to plan rigorous lessons and activities that will help develop problem solving skills and foster higher order thinking processes.</p> <p>Librarian will attend PD to better help her incorporate technology skills in her lessons.</p> <p>Purchase at least five laptops for every classroom plus desktops to extend enrichment instruction, in the form of research, for all students.</p> <p>Students will attend RTI for intervention and enrichment.</p> <p>All students will participate in Science Fair.</p>	<p>1, 3, 4, 8</p> <p>Principal Academic Coordinator Teacher RTI teacher</p>	<p>Walkthroughs Campus Benchmarks District benchmarks</p>				
<p>Funding Sources: 199 - SCE - \$0.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 3: Increase parent participation by three more meetings.**

**Performance Objective 1:** Provide opportunities no less than eight times per year for parent/family engagement events.

**Evaluation Data Source(s) 1:** Flyers, invitations, sign in sheets.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinator with district Family Engagement Coordinator to set up meaningful family events for the campus.	6	Principal Academic Coordinator Parent Engagement Liaison District Parent Engagement Coordinator	Flyers, sign in sheets, purchases for events.				
Funding Sources: 211 - Title I - \$0.00							

**Goal 4: Increase overall 2017-2018 STAAR performance by 15% in grade 3-5 in the areas of Reading, and Writing.**

**Performance Objective 1:** 75% of 3rd -5th grade students will meet the Meets passing standard of the STAAR test in Reading and Writing.







**Evaluation Data Source(s) 1:** TEKS resource PA's

District benchmark

STAAR test

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Weekly PLC by content areas to allow for vertical collaboration and systematically create consistency in our delivery of instruction.</p> <p>Grade level PLC every six weeks to discuss progress with students receiving RTI intervention.</p> <p>Discuss research based strategies that are making a significant difference in the learning for our students.</p> <p>Attend Guided Reading PD.</p> <p>Promote the use of technology Learning A-Z Fountan and Pinelle Level Guided Reading books Target reading with non fiction books</p> <p>Move from the vertical schedule to a horizontal schedule.</p> <p>Student will turn in a final copy of writing prompt every three weeks</p> <p>ELAR teacher from 1st to 4th grade will help in the scoring of the prompts</p>		<p>Teachers VP for instruction Principal</p>	<p>PLC agendas PD sign in's PO for Staff Development STAAR results</p>				
<p>Funding Sources: 211 - Title I - \$0.00, 199 - General Fund - \$0.00</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1st - 5th grade will be departmentalized. This will allow teachers to focus on a content area and become experts on it. Teachers will attend cohort session provided by district for each of the content areas. Provide PLC time for every grade level once every six weeks. Teachers selected by coaches will work with them on a six week cycle. . Implement research based teaching practices through PLC discussions, coaching, and Lead4ward resources and PD attended. Attend Staff Development for Guided Reading. Hire two retired teachers to provide RTI in math and reading. Provide RTI intervention for students at risk. Purchase Guiding Reading level books for kinder -2nd grade.
2	1	1	Attend all cohort PD. Provide Guided Reading PD.to help increase number of students reading on grade level. Purchase laptops for all teachers in order to make their planning locations more flexible Provide weekly PLC time for Kinder-5th grade teachers. Utilize TEKS resource system to plan rigorous lessons and activities that will help develop problem solving skills and foster higher order thinking processes. Librarian will attend PD to better help her incorporate technology skills in her lessons. Purchase at least five laptops for every classroom plus desktops to extend enrichment instruction, in the form of research, for all students. Students will attend RTI for intervention and enrichment. All students will participate in Science Fair.



# Title I

## Schoolwide Program Plan

The purpose of these title I funds is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

## Campus Leadership Team

Committee Role	Name	Position
Administrator	Marianela Gonzalez	Principal
Classroom Teacher	Maricruz Martinez	Teacher
Classroom Teacher	Dolores Villarreal	teacher
Classroom Teacher	Olivia Castro	teacher
Classroom Teacher	Leslie Uresti	teacher
Classroom Teacher	Jessica Hernandez	teacher
Classroom Teacher	Stephanie Garcia	teacher
Classroom Teacher	Guadalupe Villarreal	teacher
District-level Professional	Samantha Gallegos	Assistant Superintendent of C & I

## Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I/ SCE		\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
4	1	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00