

**McKinney Independent School District**  
**Vega Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

## Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

## Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Vega Elementary has a diverse student population. This provides a great opportunity for all of our students to learn from peers who come from a variety of different backgrounds. This year we are projected to have 510 students enrolled. Our largest student groups are projected to be White 33%, African-American 23%, and Hispanic 44%. This year 60% of our students are projected to be identified as Economically Disadvantaged and 24% are labeled "At risk". This will be our fourth year as an official "Title I" campus. We have 23% of our students projected to be identified as LEP and 7.41% of our students in special education. Our attendance rate last year was 97.3%. Our staff is deeply committed this year to having 100% of our students reach grade level proficiency and 100% of students showing a year or more of growth.

### Demographics Strengths

A strength at Vega is our diverse student and staff population.

### Demographics Needs

The location of our school in relation to where most of our bilingual families live sometimes creates barriers for parent participation. There is also a language barrier with our bilingual families. We make a concerted effort to ensure that location and language barriers are diminished as much as possible.

# Student Achievement

## Student Achievement Summary

At Vega we are committed to using our data to help guide our decision making when it comes to designing lessons and identifying the individual strengths and areas of growth for each of our students. We will continually spend time during Academy, faculty meetings, and Team Leader meetings taking a deep look at our assessment data from the 2016-2017 school year. We know it is important to use STAAR, iStation, Reflex math, and MAP data to identify strengths and areas of growth from the previous year as we make plans to improve for this school year. Additionally, this year our campus will begin to collectively focus on the importance of informal assessments for making quicker "real time" adjustments to instruction.

The first step in utilizing data is looking at historical data. The next step is to continuously analyze our on-going assessment during the year. This year we will have a formal process for analyzing and reflecting on the data from our assessments. We will be using teacher assessment reflection sheets (Vega Item Analysis sheets) in Knd-5th grade to help facilitate collaborative discussions on grade levels about the data. We will use these the VIAs to reflect on data from Unit Assessments, performance tasks, and quick checks. We believe that this process will help lead to better instructional outcomes for all of our students.

## Student Achievement Strengths

3rd grade STAAR reading scores were above the district and state average

7 percentage point gain in African-American passing rates in STAAR reading (3rd-5th)

5 percentge point gain in our ELL passing rates in STAAR writing

## Student Achievement Needs

Our passing rate on STAAR Science was 60%.

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## **School Culture and Climate**

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

At Vega we have created a culture and climate of high expectations academically and behaviorally. This year we are continuing our implementation of Ron Clark's Essential 55 schoolwide. The staff has completed a book study on the Essential 55 book. In addition to the Essential 55, the Vega staff has adopted the "No Excuses University" approach as developed by Damen Lopez. We feel strongly that having a common vision and common terminology in regard to student expectations from all of our staff will make a great positive impact on all of the students at Vega as we start our students on the path to college readiness in their elementary years. In addition to establishing a high expectations environment we are also striving to have our students feel pride in being a Vega All Star and to create a true sense of school spirit that will be noticeable to anyone that visit our school. We have also incorporated the Character Counts standards and make daily use of Community Circle.

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

Our monthly All Star Jams help us to build a strong sense of community. Each classroom has adopted a college and the "College Bound" theme is evident across the building. We have started a "College Bound" student award. The staff is a part of the selection process. We have college guest speakers on our morning announcements as well as at our monthly All Star Jams.

### **School Culture and Climate Needs**

According to our staff data, we need to create more opportunities for staff to have formal input when making campus decisions.

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

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

In the last 5 years the teaching staff turnover rate has been very low. We believe the supportive climate and culture at Vega helps us to retain teachers.

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

This past year we did not lose any of our K-5 classroom teachers.

One of the strengths of our teaching staff at Vega is the number of experienced teachers that we have. On average our teachers have 12.3 years of experience and almost 70% of our teachers have taught for at least 6 years or longer. Our staff diversity is reflective of our student diversity.

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

We would like to increase the percentage of male staff members at Vega.

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

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

Since Vega is a school in MISD there is no shortage of curriculum resources for our teachers to utilize when they are designing lessons. This year our math teachers will begin using a "Workshop Model" to strengthen their delivery of math instruction. One of our goals this year will be to use assessments more efficiently to tighten up the "feedback loop" that will help guide lesson design. This year rather than meeting with teachers to have them present the lesson plan for the following week we will be meeting with grade level teams while they are actually working on their plans. This will allow us to offer assistance in a more timely manner and will also be a better use of our teachers' time.

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

One definite strength that we are able to utilize at Vega is that we have an instructional coaches on our campus. Our instructional coaches have been a vital part of helping our teams to really focus on designing engaging instruction and to choose the best resources to pull from. They are able to help them by planning with them side-by-side, modelling best practices, and by helping teachers to have the chance to observe other teachers at our school and in the district that are masters of their craft. We have several teacher leaders on our staff that have been used by MISD to help write curriculum or to present professional development. We will certainly utilize their strengths by having them to help lead PD on our campus.

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

We need to improve our understanding of informal assessment and how it guides instructional decisions and lesson design.



## **Family and Community Involvement**

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

Our Vega parents are very supportive of our teachers and our school. We are fortunate to have a school community that has pride in their school and vaules the school's efforts. We have a variety of exciting community events scheduled this school year to help us continue to build on this strong partnership. Our teachers and the Vega campus utilize a variety of tools to stay in communication with our parents. Some of the tools that are used include: newsletters, Constant Contact, ParentLink, teacher websites, teacher blogs, phone calls, FaceBook, emails, and the school marquee.

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

We have a PTA at Vega that is very supportive of our school and works in conjunction with our campus to support the needs of our students. We are also fortunate to have a very involved and active Vega Dad's group on our campus. We very much value the time and effort they have put into supporting our school.

We are also fortunate to have a full-time community liason that works at Vega. She is instrumental in helping to connect some of our more needy families to community resources that might have otherwise not been utilized.

We have 2 churches, Highpointe and Vantage, that have "adopted" our school. We very much appreciate the extra support they have provided for our campus.

### **Family and Community Involvement Needs**

A significant portion of our student population comes from economically disadvantaged situations. Some times the struggles that their parents go through just to provide for their families makes it difficult for them to be as involved with the school as they would like. We will continue to strive to reach out to these families and help them find ways to be involved with our school.

## **School Context and Organization**

### **School Context and Organization Summary**

Vega is a Knd-5th grade campus that services about 510 students. We have 37 classroom teachers, Kinder-5th and 5 bilingual aides. In Knd, 1st and 2nd grade all of our classes are self contained. From 3rd grade through 5th grade our classes are departmentalized.

We have a Team Leader group on our campus that is made up of 15 staff members representing the various teams on our campus. Our Team Leaders meet monthly to continuously plan for improvement and to offer feedback to administration. We have 2 differernt types of Vertical Teams. For certain vertical planning meeings we will structure the meeting so that an entire grade level will meet with the grade level above them and the grade level below them. For other vertical team meetings we will have teams of teachers made up of representatives from every team meet in content specific groups to plan.

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

This year we are starting PLCs and committees to increase teacher input on campus decisions. Every faculty member selected a committee to serve on. The purpose of these committee groups is to promote teamwork and collaboration across our campus.

### **School Context and Organization Needs**

Something that is unique about our school context is that Vega has an "open campus" design. The classrooms on our campus have 10 foot openings with no doors. There are some advantages to this design, but it also presents certain challenges that teachers on other campuses do not face.

# Technology

## Technology Summary

Students and staff at Vega Elementary strive to be producers and consumers utilizing technology tools. Staff members will meet monthly as a "Tech Team" committee to collaborate and learn about technology integration in a technology team. Teachers will in turn integrate technology learned resources in the classroom setting to prepare our students to be digital citizens.

## Technology Strengths

- Monthly "Technology Team" meetings
- "Tweets of the Week"
- Smartboards in all core content classrooms
- Student computers outside all core content classrooms
- Apple initiative (iPod Touches / iPads for Students, MacBooks for Teachers, MiniMacs)
- Plans for a "Makers Space" in the library
- Teacher-made videos to send to parents to support student learning at home

## Technology Needs

- Continue to use the technology tools appropriately to increase student engagement
- Focus on being less of consumers and more of producers with technology
- Successfully implementing the BYOT (Bring Your Own Technology) plan for MISD

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education 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
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals


**Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.**

**Performance Objective 1:** By the end of the 2016-2017 school year, all Kinder-2nd grade students will have made a year's growth or more as measured by iStation and DRA and all 3rd-5th graders will meet or exceed individualized projected growth on Reading MAP.

**Evaluation Data Source(s) 1:** iStation, MAP, DRA

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weekly Kinder-5th grade team planning (PLCs) will be held with campus admin and the instructional team to analyze weekly focus TEKS to ensure consistency with alignment of the TEKS and across the grade level. These meetings will also be held to ensure that teachers have a shared expectation of what mastery looks like when assessing state standards. After analyzing the TEKS, the team will identify specific instructional interventions to use to address the needs of the students and ways to enrich for students that have already demonstrated mastery.	1, 2, 4, 8, 9	Kinder-5th grade teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Nancy Evans, Michelle Houston, Luz Ruiz	Consistency in the use of informal and formal formative assessments across each grade level and instructional gaps closing from the implementation of specific instructional interventions. Evidence of collaboration in lesson plans and delivery of lessons in the classroom.				
2) Kinder-5th grade summative data meetings will be held at the end of each quarter to review formal data (MAP, unit assessments, DRA and iStation). 3rd-5th grade teachers will use the Vega Item Analysis document to analyze their data and determine next steps for intervention. The meetings will be highly collaborative with teachers sharing ideas about best practices.	1, 2, 4, 9	Grade level teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Nancy Evans, Michelle Houston, Luz Ruiz	Improvement over time of individual TEKS that are initially shown to be areas of growth for the campus.				
3) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. The Vega Collaboration Commitment document will be used to guide these meetings. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	2, 3, 4, 8, 9	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels.				
4) Kinder-5th grade teachers will monitor Tier II and III students via the targeted intervention lessons through the iStation full suite. Teachers will also print off lessons from iStation and will use them when intervening in small group and one-one-one instruction with students.	1, 2, 3, 4, 9	Admin, classroom teachers	MAP, DRA, Unit Assessments, iStation				

5) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Team and campus admin will review the lesson plans and monitor for inclusion Bloom's higher level questioning strategies, and ELPS Language Objectives.	2, 3, 8	Mike Forsyth, Wendy Cottam, Michelle Houston, Luz Ruiz, and Nancy Evans	Observation of TEKS alignment and engaging lesson design when walk-throughs are being performed.				
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  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.


**Performance Objective 2:** By the end of the 2016-2017 school year, all Kinder-1st grade students will demonstrate a year's growth or more on district assessments and 2nd-5th graders will meet or exceed individualized projected growth on Math MAP.

**Evaluation Data Source(s) 2:** TEMI, district assessments, MAP (2nd-5th)

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weekly Kinder-5th grade team planning (PLCs) will be held with campus admin and the instructional team to analyze weekly focus TEKS to ensure consistency with alignment of the TEKS and across the grade level. These meetings will also be held to ensure that teachers have a shared expectation of what mastery looks like when assessing state standards. After analyzing the TEKS, the team will identify specific instructional interventions to use to address the needs of the students and ways to enrich for students that have already demonstrated mastery.	1, 2, 4, 8, 9	Kinder-5th grade teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Nancy Evans, Michelle Houston, Luz Ruiz	Consistency in the use of informal and formal formative assessments across each grade level and instructional gaps closing from the implementation of specific instructional interventions. Evidence of collaboration in lesson plans and delivery of lessons in the classroom.				
2) Kinder-5th grade summative data meetings will be held at the end of each quarter to review formal data (MAP, district assessments). Teachers will use the Vega Item Analysis document to analyze their data and determine next steps for intervention. The meetings will be highly collaborative with teachers sharing ideas about best practices.	1, 2, 4, 9	Grade level teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Nancy Evans, Michelle Houston, Luz Ruiz	Improvement over time of individual TEKS that are initially shown to be areas of growth for the campus.				
3) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. The Vega Collaboration Commitment document will be used to guide these meetings. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	2, 3, 4, 8, 9	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels.				
4) The online program "Reflex Math" will be used as an intervention tool for all students in 1st-5th grade that have demonstrated deficiencies in math fact fluency. Students that struggle with fact fluency will use the program a minimum of 3 days per week.	2, 9	Michelle Houston, Nancy Evans, Luz Ruiz	Mastery of fact fluency on teacher tests and Fastt Math assessments.				



5) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Team and campus admin will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	2, 3, 8	Mike Forsyth, Wendy Cottam, Michelle Houston, Luz Ruiz, and Nancy Evans	Observation of TEKS alignment and engaging lesson design when walk-throughs are being performed.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 3:** By the end of the 2016-2017 school year, all 5th graders will meet or exceed individualized projected growth on Science MAP.

**Evaluation Data Source(s) 3: MAP**

**Summative Evaluation 3:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K-5th grade summative data meetings will be held at the end of each quarter to review formal data (MAP, district assessments, unit assessments). Teachers will use the Vega Item Analysis document to analyze their data and determine next steps for intervention. The meetings will be highly collaborative with teachers sharing ideas about best practices.	1, 2, 4, 9	Grade level teachers, Mike Forsyth, Wendy Cottam, Michelle Houston, Laurie Teer, Nancy Evans, Luz Ruiz	Growth on MAP and "met standard" on Unit and Classroom assessments. Kinder-2nd grade students will continue to "meet standard" on quarterly Unit Assessments and 5th graders will maintain or exceed their individual Science growth performance expectations at each MAP testing window.				
2) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. The Vega Collaboration Commitment document will be used to guide these meetings. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	2, 3, 4, 8, 9	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels. Common vocabulary of scientific terms can be developed.				
3) All students in grade 3rd-5th will be required to complete a Science Fair project and enter it in the Vega Science Fair. Students in grades Knd-2nd will also be highly encouraged to participate. Each classroom in Knd-2nd will do a class science fair project so that all students will be exposed to the scientific process.	2, 3, 6	Paula Clements, Michelle Houston, Nancy Evans, Luz Ruiz	Quality of the science fair projects that are entered into the fair. Demonstrated growth in data on MAP (5th grade) in regard to the scientific process.				
4) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Specialists and campus admin will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	2, 3, 8	Michelle Houston, Luz Ruiz, Mike Forsyth, Wendy Cottam, and Nancy Evans	Observation of engaging lesson design when walk-throughs are being performed.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 1:** Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 4:** By the end of the 2016-2017 school year, all ELL students will demonstrate at least one area of advancement in each assessed area of TELPAS.

**Evaluation Data Source(s) 4: TELPAS**

**Summative Evaluation 4:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will select appropriate accommodations/interventions for each ELL student and will then use the accommodations/interventions in their daily instruction. The interventions and accommodations will be updated three times a school year based on student response to the intervention and assessment data.	1, 2, 3, 9	ESL teachers, LPAC Committee	TELPAS, Writing Samples, MAP scores, iStation, DRA, local benchmarks				
2) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Specialists will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	2, 3, 8	Mike Forsyth, Wendy Cottam, Nancy Evans, Michelle Houston					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 5:** At Vega, all students will meet or exceed a 97% attendance rate for the 2016-2017 school year.

**Evaluation Data Source(s) 5:** Attendance reports

**Summative Evaluation 5:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, all student attendance will be monitored through weekly district attendance reports.	6	Classroom teachers, Wendy Cottam, Jill Moore	An increase in daily attendance rate and a decrease in the amount of attendance letters mailed home.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 6:** Our goal in the 2016-2017 school year is to have all of our PBMAS indicators within recommended state guidelines.

**Evaluation Data Source(s) 6:** PBMAS report from TEA

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will strive to improve K-5 Tier 1 instruction in order to proactively reduce the over identification of specific student groups for Special Education referrals.	9, 10	Campus administrative team	We will evaluate the number of the Special Education referrals in the Spring of 2016.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: Safe and Collaborative Culture: Vega Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.**

**Performance Objective 1:** Discipline referrals for inappropriate contact, threatening, safety violations and bullying will decrease.

**Evaluation Data Source(s) 1:** Student discipline referrals.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will hold community circles each day after morning announcements to discuss Essential 55, classroom concerns, Character Counts, and practice problem solving. The "Don't Laugh at Me" program will be taught at the beginning of the school year for all 2nd-5th grade students.	1, 2, 7	Campus Administrators, Classroom Teachers, Counselor	Community Circle plans included in lesson plans, student surveys indicating participation in community circle, decrease in the number of office and counselor referrals, decrease in the number of bullying reports/referrals, student use of Peace Place.				
2) Continue Character Counts character education program and Ron Clark's Essential 55, daily.	2	Counselor, Campus Administrators, all teachers and staff	Decrease in the number of office and counselor referrals, decrease in the number of bullying reports/referrals, All Star of the Month to highlight students who show character, Character Counts/Essential 55 bulletin boards, posters, etc. displayed throughout the building, common use of Character Counts/Essential 55 terminology by staff, students, and parents.				
3) Conduct staff and student bullying training with continual emphasis on strategies for victims and empowering bystanders. Anonymous "Bullying Reporting Box" available for students to report incidents of bullying.	2, 4	Counselor, Campus Administrators, Teachers and Staff	Decrease in the number of bullying reports/referrals, student surveys, classroom social contracts, school-wide bullying agreements and expectations.				
4) Teachers in grades 2-5 will implement the "Don't Laugh at Me" Program during the first weeks of school.		Counselor, Campus Administrators, Teachers and Staff	Decrease in the number of office and counselor referrals and a decrease in the number of bullying reports/referrals.				
5) The Vega staff will participate in quarterly professional development on CHAMPS training (positive behavior support). This PD will be presented by Region 10.		Counselor, Campus Administrators, all teachers and staff	Decrease in the number of office and counselor referrals.				
6) Teachers will lead community circle using pre-written prompts/scenarios that are directly tied to the Character Counts trait and the Essential for that week.		Counselor, Campus Administrators, all teachers and staff	Decrease in the number of office and counselor referrals and a decrease in the number of bullying reports/referrals.				










 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2: Safe and Collaborative Culture:** Vega Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** We will continue to build strong staff, parent and community relationships.

**Evaluation Data Source(s) 2:** Perception survey data.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grow and support the MISD PALS mentor program and "Partners in Education Program" at Vega.	2	Counselor, Campus Administrators, Office Staff	There will be an increase in the number of student mentors at Vega.				
2) Hold monthly "All Star Jams" to highlight student success and increase school unity and pride. Include new school song and "Teacher Challenges." Community members and parents will be invited to attend.	2, 6	Campus Administrators, Counselor, Teachers and Staff	Staff Survey, Student Survey				
3) Hold quarterly team building activities and social activities to build and strengthen relationships among staff members.	2, 5	Sunshine Committee, Campus Administrators, Counselor	Staff Survey				
4) Host activities and events to include parents and community members (Science, Literacy and Math Nights, Breakfast With Santa, Vegatine Dance, Trunk-or-Treat, Donuts with Dads, Movie Nights, Family Fun and Fitness Night)	2, 6	Campus Administrators, Teachers, Staff, Vega P.T.A., Vega Dads Club	Staff Surveys, Parent Surveys, increase of parent participation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



# Title I

## Schoolwide Program Plan

Vega Elementary School is continually striving to increase student achievement. We believe our school has made great gains in achieving this goal. Our school is dedicated to giving every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. Vega Elementary School will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our school with specialized, challenging instructional and career programs. We are working hard, constantly improving, and refining instruction and management to make our school as effective, productive, and economical as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well, to provide ample learning and growth opportunities for the students of Vega Elementary School.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards will be completed.

### 2: Schoolwide Reform Strategies

Vega Elementary School will focus on the following areas:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
  - include strategies for meeting the educational needs of historically underserved populations.
- Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

- the integration of vocational and technical education programs; and
- Address how the campus will determine if such needs have been met; and are consistent with, and are designed to implement the state and local improvement plans, if any.

### **3: Instruction by highly qualified professional teachers**

Vega Elementary School strives to maintain that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Teachers and other staff in a schoolwide program school must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Vega Elementary School in partnership with the Educational Service Center will continue to provide the best possible opportunities for growth and learning opportunities for our staff.

### **5: Strategies to attract highly qualified teachers**

To high need campuses.

### **6: Strategies to increase parental involvement**

In accordance with Section 1118, such as family literacy services.

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Vega Elementary School early childhood programs; including Early Head Start/Head Start, PPCD Program, and Pre-Kindergarten Program. Our school focuses on capitalizing on acquiring a strong start for all of our students. Staff in the areas listed, provide the support and knowledge necessary to the students attending to ensure an easy transition.

### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

As described in Section 1111 (b)(3) in order to provide information on, and to improve upon, the performance of individual students and the overall instructional program.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

The schoolwide program campuses must identify and monitor students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it. Our school utilizes tutoring services from certified and non-certified employees to provide the necessary assistance and additional learning time for the students in need.

**10: Coordination and integration of federal, state and local services and programs**

To include programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start/Early Head Start, adult education, vocational and technical education, and job training.