

2018-2019

Campus Improvement Plan

TEAM V



Van Vleck Elementary School

Updated: Sept. 5, 2018

**Van Vleck Elementary School
Campus Improvement Plan**
Updated: September 5, 2018

**MISSION STATEMENT
VAN VLECK INDEPENDENT SCHOOL DISTRICT**

VAN VLECK INDEPENDENT SCHOOL DISTRICT THROUGH A SOLIDIFIED PARTNERSHIP WITH THE COMMUNITY WILL INNOVATIVELY CHALLENGE EACH STUDENT TO ACHIEVE MAXIMUM POTENTIAL AND SUCCESS IN A POSITIVE SAFE, AND STIMULATING ENVIRONMENT.

WE WILL CHALLENGE ALL STUDENTS ACADEMICALLY AND SOCIALLY IN A WAY THAT:

- **PROVIDES FOR THE TOTAL DEVELOPMENT OF ALL STUDENTS**
- **ENHANCES LEARNING SKILLS AND THE ABILITY TO ACCESS INFORMATION**
- **NURTURES A POSITIVE SELF-ESTEEM**
- **MAXIMIZES ALL STUDENTS' ABILITIES TO OBTAIN A HIGH SCHOOL DIPLOMA**

SO THAT:

ALL STUDENTS DEVELOP INDIVIDUAL ABILITIES WHICH ENSURE THE INDIVIDUALS BECOME AUTONOMOUS ADULTS

**MISSION STATEMENT
VAN VLECK ELEMENTARY SCHOOL**

VAN VLECK ELEMENTARY SCHOOL WILL PROVIDE A QUALITY LEARNING ENVIRONMENT TO MEET THE VARIED NEEDS OF ALL STUDENTS, THROUGH HIGH EXPECTATIONS, QUALITY FACULTY AND STAFF, INNOVATIVE CURRICULUM, PARENTAL INVOLVEMENT AND REAL-WORLD EXPERIENCES.

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NATIONAL EDUCATIONAL GOALS

The Governors and the Congress to improve learning and teaching in the nation's education system have defined eight National Education Goals. The goals help provide a national framework for education reform and promote systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students.

- Goal 1 - Ready to Learn
- Goal 2 - School Completion
- Goal 3 - Student Achievement and Citizenship
- Goal 4 - Teacher Education and Professional Development
- Goal 5 - Mathematics and Science
- Goal 6 - Adult Literacy and Lifelong Learning
- Goal 7 - Safe, Disciplined, and Alcohol- and Drug-free Schools
- Goal 8 - Parental Participation

TEAM VVVISD

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TEXAS EDUCATIONAL GOALS

TEC: Title 2. Public Education; Subtitle A. General Provisions; Chapter 4. Public Education Mission, Objectives, and Goals

§ 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The **objectives** of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 4.002. Public Education Academic Goals To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

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SITE BASED CAMPUS TEAM AND MISSION

Citations:

11.202 of the Education Code.

The principal shall set specific educational objectives for the principal's campus, through the planning process under Section 11.253.

11.251 of the Education Code.

...campus level planning and decision making process that will involve the professional staff..., parents, and community members...committees shall include business representatives. ...At least 2/3 of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus and district level professional staff members.

11.253 of the Education Code.

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including special education programs...with respect to the AEIS ... and any other appropriate performance measures for special needs populations.*
- *Each campus plan must:*
 - *Assess the academic achievement for each student.*
 - *Set performance objectives based on AEIS.*
 - *Identify how goals will be met for each student.*
 - *Determine resources needed to implement the plan.*
 - *Identify staff needed to implement the plan*
 - *Set timelines for reaching the goals.*
 - *Measure progress ... periodically to ... ensure ... academic improvement.*
 - *Include goals and methods for violence prevention and intervention.*
 - *Encourage parental involvement.*
- *The campus level committee shall be involved in decisions in the areas of*
 - *Planning*
 - *Budgeting*
 - *Curriculum*
 - *Staffing Patterns*
 - *Staff Development [must approve this section]*
 - *School Organization.*
- *At least one public meeting shall be held each year.*
- *A principal shall regularly consult the campus-level committee in the planning, operation, supervision and evaluation of the campus educational programs.*

**Van Vleck Elementary School
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VVISD DISTRICT GOALS

1. Van Vleck ISD will improve and enhance academic performance of every student.
2. Van Vleck ISD will retain, support and recruit quality staff.
3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.
4. Van Vleck ISD will promote involvement of parents and community in each student's education.
5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.

TEAM VVISD

Van Vleck Elementary School
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VAN VLECK ELEMENTARY SCHOOL (VVE) GOALS

1. VVE will improve and enhance the academic performance of every student in *Reading, Writing, Math, Science* and *Social Studies* by assuring ALL students are given an education that will result in mastery of all subjects.
2. VVE will *Recruit, Retain* and *Support* quality staff members by providing a exceptional educational environment for all faculty and staff.
3. VVE will provide a *Safe, Orderly,* and *Well-Maintained* climate for students, faculty and staff that stresses violence prevention and intervention.
4. VVE will develop and utilize a variety of strategies to ensure *Communication* with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions to encourage parental involvement.
5. VVE will *Encourage, Support* and *Model* exemplary Faculty / Staff projects that promote student growth and success.

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EFFECTIVE SCHOOL CORRELATES

These are the seven characteristics of an effective school:

1. **Strong Instructional Leadership** Instructional Leadership is essential if a school is to be effective. This leadership is enthusiastic, caring, and shared by administrators and teachers. However, the ultimate responsibility for the school's instructional program rests with the principal.
2. **Community and Parent Involvement** Parents and other community members actively support the school by involvement in the education process and other activities or opportunities provided by the school. The school staff, students, and parents share in the decision-making process.
3. **Clear, School Wide Mission and Goals** The school has a clear SCHOOL WIDE mission statement and goals. The staff, parents and students share the same understanding of this mission and goals. These are monitored and revised as part of an ongoing program of school improvement.
4. **Opportunity to Learn and Instructional Focus** The central focus of our school will be the curriculum and use of time for instruction. We recognize children's aptitude to learn is a function of time needed to learn a subject, not innate ability.
5. **High Expectations for Both Students and Staff** The school staff demonstrates the belief that all students can master the skills taught. The results of district wide standardized tests and other student progress measures show student achievement that is characterized by equity and quality. Teachers behave efficaciously, i.e. demonstrates that children will learn because "I have the power to teach."
6. **Safe and Orderly Environment** The school campus is safe and orderly with all parties engaged in purposeful activities, which are related to learning. A friendly atmosphere persists. Interactions among staff and students are positive. Special programs, services, and counseling are accessible to all students. The physical facility is attractive, well maintained, and progressive with respect to technology. Teaching and learning are conducted with little interruption. Extracurricular activities attract broad student participation.
7. **Monitoring Pupil Progress** Classroom and school assessments are administered periodically and used as a means to re-teach skills not mastered and to adjust curriculum.

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Van Vleck Elementary School CIP Committee for 2018 - 2019 is:

Name	Position
Sarah Roper	Principal
Laurie Weathers	Parent representative
Kevin Ward	Parent representative
Ava Gutowski	Business representative
Winnie O'Connell	Community representative
Marty McSweeny	Community representative
Pam Hill	Community representative
Karen Alford	Professional staff-Special Education
Rome' Buckalew	Counselor
Brooke McSweeny	Professional staff-Pre-Kindergarten
Kelsie Brown	Professional staff-Kindergarten
Jennifer Hill	Professional staff-1 st Grade
Donna Faris	Professional staff-2 nd Grade
Tiffany Koliba	Professional staff-3 rd Grade
Melissa Trevino	Professional staff-Library
Sammi Alford	Para-Professional staff

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NEEDS ASSESSMENT
SEE CAMPUS REPORT CARD AND AEIS REPORTS 2017 - 2018

NO.	INDICATORS RATED	PRIORITY RATING	SATISFACTION RATING
1	Percent of students Mastering STAAR English Language Arts	High	High
2	Percent of students Mastering STAAR Reading	High	High
3	Percent of students Mastering STAAR Math	High	High
4	Percent of students involved in Level 3 or higher disciplinary action	High	High
5	Percent of students passing core language arts at end of year	High	Med
6	Percent of students passing core math at end of year	High	Med
7	Percent of students passing core science at end of year	High	High
8	Percent of students passing core social studies at end of year	High	High
9	Percent of special education students who are in mainstream	High	High
10	Percent of students demonstrating good citizenship skills	High	High
11	Percent of special education students who take the STAAR	High	High
12	Retention rate	High	High

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Site: Van Vleck Elementary School

Goal: VVE will improve and enhance the academic performance of every student in *Reading, Writing, Math, Science* and *Social Studies* by assuring ALL students are given an education that will result in mastery of all subjects.

Objective: All eligible students will learn to read on grade level by the end of Grade 3 and will show continuous growth in *Reading* ability.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Develop and maintain Pre-Kindergarten 4 Year-Old program.	ALL	Literacy Vertical Teams Campus Administrator PK Teachers	Title I \$2000. Local Funds \$500. Literacy Vertical Teams, contracted consultant, materials	Monitored monthly	Student participation, Student assessments, Classroom walk-throughs and observations
Early Literacy Testing (Scientific-Based Reading Assessment) 1 st Grade	ALL	Campus Administrator, Computer Literacy Instructor	Computer Lab Campus Schedule	Completed by September / May	Student Data
TPRI (Texas Primary Reading Inventory) Assessment (Scientific-Based Reading Assessment) of all students in Kg. – Grade 2	ALL	Campus Administrator, Instructors	Title IA \$2000. SCE Funds \$500. Title IIA \$30,000	Completed by September, May	Student Data
One-On-One Writing Conferencing	ALL	Campus Administrator, Instructors	Campus Schedule	Weekly	Student Writing, Gradebook

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Objective: All eligible students will learn to read on grade level by the end of Grade 3 and will show continuous growth in *Reading* ability.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
STAR Reading Assessment (Scientific-Based Reading Assessment) Grades 1 – Grade 3	ALL	Instructors, Computer Literacy Instructor, Campus administrator, LA Vertical Teams	Computer Lab Software Title I - \$600	Each Semester	Student Data
STAAR Objective Benchmark Testing	ALL	Instructors, Campus Administrator, LA Vertical Teams	Title I - \$300	Weekly	Student Data, Report Cards
Fluency Rate Testing – 1 st --3 rd Grade	ALL	Instructors, Campus Administrator, LA Vertical Teams	Title 1 - \$200	Weekly	Student Data
Provide academic growth opportunities for students functioning below grade level as recommended by the Response to Intervention Team (RTI).	ALL	Instructors, RTI Committee, Content Mastery Instructors, Campus Administrator, LA Vertical Teams	Title I - \$300 Campus Schedules	Each Grading Cycle	Student Data, classroom observation, and lesson plans

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Goal: VVE will improve and enhance the academic performance of every student in *Reading, Writing, Math, Science* and *Social Studies* by assuring ALL students are given an education that will result in mastery of all subjects.

Objective: All eligible students will successfully learn grade-level **MATH** concepts and will show continuous growth in mathematics.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Sharon Wells Math Program, Motivation Math Grades 2-3, Mathletics Grades 1-3	ALL	Campus administrator, Instructors, Math Vertical Teams	IMA Allotment \$2000 Sharon Wells Cons.	Completed by June Scheduled by (ESC 3 and local calendar)	Training verification rosters, classroom walk-throughs and student data, STAAR, Compare 12-13 data to 13-14 data
enVision Math Program	ALL	Campus administrator, Instructors, Math Vertical Teams		Completed by June	Classroom walk-throughs and student data
Mentoring Minds	ALL	Campus administrator, Instructors, Math Vertical Teams	Title I Funds - \$200	Completed by June	Classroom walk-throughs and student data

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Site: Van Vleck Elementary School

Goal: VVE will improve and enhance the academic performance of every student in *Reading, Writing, Math, Science and Social Studies* by assuring ALL students are given an education that will result in mastery of all subjects.

Objective: All eligible students will successfully learn grade-level **SCIENCE** concepts and will show continuous growth in scientific studies.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
TEKS driven Science Experiments	ALL	Campus administrator, Instructors, ESC 3 science specialists, Science vertical teams	Title I Funds \$500.	Completed by June	Training verification rosters (ESC 3 and local), classroom walk-throughs and evaluation, Teacher made assessments,
Scientific Analyses / Observation / Projects	ALL	Campus administrator, Instructors, ESC 3 science specialists, Science vertical teams	Title I Funds - \$300	Completed by June	Training verification rosters (ESC 3 and local), classroom walk-throughs and evaluation, Teacher made assessments
Student Participation in the Soil and Water Conservation Project – Matagorda County	ALL	Campus administrator, Instructors, MCWAS Specialists, Science vertical teams	Local Funds - \$100	Completed by Oct.	Student Projects
Gateway Science	ALL	Campus administrator, Instructors, Science Vert. Teams	IMA Allotment-\$4,800	Aug.-June	Report cards, classroom observation, TEKS Chart checklist, Student Projects

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Goal: VVE will improve and enhance the academic performance of every student in *Reading, Writing, Math, Science and Social Studies* by assuring ALL students are given an education that will result in mastery of all subjects.

Objective: All eligible students will successfully learn grade-level ***SOCIAL STUDIES*** concepts and will show continuous growth in social studies.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Texas History / Communities	ALL	Campus Administrator, Instructors	TEKS Curriculum Guides, Student Performance Data, Title I Funds \$200	End of Grading Cycles	Report cards, classroom observation, TEKS Chart checklist, Student Projects
History Projects / Plays / Activities	ALL	Campus Administrator, Instructors	TEKS Curriculum Title I Funds - \$200	End of Grading Cycles	Report cards, classroom observation, TEKS Chart checklist, Student Projects
Timelines – Personal, Community, State, Nation	ALL	Campus Administrator, Instructors	TEKS Curriculum Title I Funds - \$100	End of Grading Cycles	Report cards, classroom observation, TEKS Chart checklist, Student Projects

Van Vleck Elementary School Campus Improvement Plan

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Site: Van Vleck Elementary School

Goal: VVE will *Recruit, Retain* and *Support* quality staff members by providing an exceptional educational environment for all faculty and staff.

Objective: To *Recruit* highly qualified instructors and paraprofessionals to advance student learning.

A.E.I.S. Indicator(s): STAAR, Campus Employment Data

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Participate in ESC 3 and ESC 4 Job Fairs	ALL	Campus Administrator, Lead teachers	ESC Calendars	March	Teacher Contracts
Promote VVE through the use of District/Campus website and Educational venues	ALL	Campus Administrator, Lead teachers	Technology, Websites	Monthly	Schedules, Website Data
Participate with UHV / WCJC Aspiring Teacher Observation Project	ALL	Campus Principal, Cooperating Instructors	College Calendar	Each Semester	Student Participation Records

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Site: Van Vleck Elementary School

Goal: VVE will *Recruit, Retain* and *Support* quality staff members by providing an exceptional educational environment for all faculty and staff.

Objective: To *Retain* highly qualified instructors and paraprofessionals to advance student learning.

A.E.I.S. Indicator(s): STAAR, new EOC, SAT/ACT, AP

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide ALL Employees the opportunity to serve on Campus Decision-Making Committees	ALL	Campus administrator, Instructors	Committee Calendars / Agendas	Yearly	Rosters, agendas, handouts, Sign-In sheets
Provide ongoing feedback to instructors for enhanced or improved teaching styles and strategies	ALL	Campus administrator	PDAS, DMAC software	Monthly	Evaluations, Walk-through (s), Formal Educational plans
Provide training in core areas as deemed necessary by vertical teams to emphasis instructional strategy growth	ALL	Campus administrator, Vertical Team Leaders	Curriculum Guides	Monthly	Evaluations, Walk-through (s), Formal Educational plans
Promote a family atmosphere on the campus of VVE by celebrating birthdays, holidays and special occasions through campus luncheons, activities and special parties.	ALL	Campus administrator, Faculty and staff	Principal Activity Funds - \$ 1200	Monthly	Faculty / Staff Participation Records

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Goal: VVE will *Recruit, Retain* and *Support* quality staff members by providing an exceptional educational environment for all faculty and staff.

Objective: To *Support* highly qualified instructors and paraprofessionals to advance student learning.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide paraprofessionals to assist instructors with instructional delivery preparedness	ALL	Campus administrator	Title I and Local Funds	Yearly	Schedules
Provide Faculty / Staff opportunities to attend workshops and continued education classes.	ALL	Campus administrator	Title I Funds - \$600	Monthly	Agendas, sign-in sheets, Certificates of completion
Promote the VVE Volunteer Program	ALL	Campus administrator. Faculty / Staff	Principal's Activity Account - \$100	Monthly	Newsletters, schedules
Provide opportunity for faculty and staff members to participate in Instructional training.	ALL	Campus administrator. Faculty / Staff	ESC 3 Coop - Local Funds – Contracted Services	Monthly	Sign-In sheets, Certificates of Participation, Lesson Plans

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Site: Van Vleck Elementary School

Goal: VVE will provide a *Safe, Orderly, and Well-Maintained* climate for students, faculty and staff that stresses violence prevention and intervention.

Objective: To insure that the VVE campus is Safe, Orderly and Well-Maintained.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Monitor and lock all exterior doors	ALL	Campus administrator, Faculty / staff	Schedule Safety criteria	Daily	Schedules, Safety Data
Monitor site equipment, floors, windows and furnishings for effectiveness and safety	ALL	Campus administrator, custodial and maintenance crews, instructors	Maintenance schedule	Daily	Work order completion records
Raptor Ware Use	ALL	Campus administrator	Computer, Scanner, Software - \$200	Daily	Raptor Ware Data
Matagorda Co. Crisis Center Bullying Program	ALL	Librarian, & Rep. From Crisis Center	Visiting Schedule	Sept.-May	Decrease in office and Counselor referrals for bullying

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Goal: VVE will develop and utilize a variety of strategies to ensure *Communication* with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions to encourage parental involvement.

Objective: All parents / guardians shall be notified about student Behavior, Grades, Activities, Special Events and Campus Requests / Requirements.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
L.E.O.P.A.R.D. Notebook	ALL	Campus administrator, Instructors	LEOPARD Notebook	Daily	LEOPARD Notebook Data
Parent Communication Journals	ALL	Instructors	Communication Journals	Daily	Journal Data
Weekly Newsletter	ALL	Campus administrator, Instructors	Local Funds - \$200	Weekly	Printed Newsletters
Meet the Teacher	ALL	Campus administrator, Instructors	Title I Funds - \$100	August	Agendas, Sign-In Sheets
Parent Advisory Committee	ALL	Campus administrator, Instructors	Title I Funds - \$100	Grading Cycles	Agendas, Sheets
VVUSD Handbook	ALL	Superintendent, Campus administration, Instructors, District consultants	Local Funds (Elem. Only) - \$400	July	Handbook
Parent Involvement Meetings	ALL	Principal	Newsletters	Fall/Spring	Sign In Sheets

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Site: Van Vleck Elementary School

Goal: VVE will *Encourage, Support and Model* exemplary Faculty / Staff projects that promote student growth and success.

Objective: Encourage student participation in activities that promote community and academics.

A.E.I.S. Indicator(s): STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
U.I.L. Meet	ALL	Campus administration	Local funds \$1000	December	Student sign-in sheets, Awards
Donuts with Dad	ALL	Campus administration, Faculty / Staff	Principal's Activity Account - \$50	October	Attendance Data
Breakfast with Mom	ALL	Campus administration, Faculty / Staff	Principal's Activity Account - \$50	February	Attendance Data
Student Council Fall Festival	ALL	Campus administration, Faculty / Staff	Student Council's Activity Account - \$250	October	Attendance Data

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VAN VLECK EL



Grades Served: PK - 3
178 S 4TH ST
VAN VLECK, TX, 77482

314 Students Enrolled
VAN VLECK ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

94 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

92 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

92 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

100 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✓ Academic Achievement in Mathematics
- ✓ Academic Achievement in English Language Arts/Reading
- ✓ Postsecondary Readiness
- ✓ Top 25 Percent: Comparative Closing the Gaps



VAN VLECK ELEMENTARY SCHOOL

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE VAN VLECK ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2018-2019

VAN VLECK INDEPENDENT SCHOOL DISTRICT

COUNTY-DISTRICT-CAMPUS NO: 158-906-101

Single Attendance District

Grades: PK-3

Van Vleck Elementary Campus

2017-18 Campus Enrollment (PEIMS Standard Student Program and Special Populations Report): 315

2017-18 At-risk criteria among enrolled students (PEIMS Standard Student Program and Special Population Report): 178

2018-19 Campus Enrollment (As reported by the district for addenda): 311

2018-19 At-risk criteria among enrolled students (As reported by the district for addenda): 206

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ORGANIZATION OF THIS STATE COMPENSATORY EDUCATION REPORT

This report fulfills Texas State Compensatory Education requirements that an LEA analyze student academic performance; implement programs to meet the needs of students at risk of failing the state’s challenging academic standards or of dropping out of school; and evaluate the effectiveness of those programs.

The four components of the report are:

1. The purposes of State Compensatory Education
2. Evaluation of prior-year State Compensatory Education programs
3. Needs assessment through the analysis of the criteria by which at-risk students are identified; and the performance of those students, compared to all other students, on the STAAR and STAAR End-of-Course exams
4. Program implementation, as documented by the current-year State Compensatory Education programs and budget

PURPOSES OF STATE COMPENSATORY EDUCATION

State Compensatory Education programs have two purposes:

1. To eliminate any disparity in performance on the STAAR assessments
2. To eliminate any disparity in the rates of high school completion between students at risk of dropping out of high school and all other students (Texas Education Code, Section 42.152 (c)).

COORDINATION BETWEEN STATE COMPENSATORY EDUCATION AND ESSA TITLE I, PART A FUNDS AND PROGRAMS

State Compensatory Education programs and ESSA Title I, Part A programs have similar purposes. Both statutes direct financial and program resources to the needs of students not meeting state challenging academic standards. Both statutes mandate the use of data and comprehensive needs assessment in the design of supplemental, accelerated instruction programs to ensure students perform at grade level and do not drop out of school.

CAMPUS PROCESSES REGARDING SCE PROCEDURES

To address the purposes of the State Compensatory Education program, Van Vleck Elementary School:

1. Uses student performance data from STAAR assessments;
2. Designs and implements appropriate compensatory, intensive, or accelerated instructional services that enable students to be performing at grade level at the conclusion of the next regular school term;
3. Provides accelerated instruction to a student who has not performed successfully on a STAAR or STAAR End-of-Course test or is at risk of dropping out of school; and
4. Evaluates and documents the effectiveness of the compensatory education program and holds a public hearing to consider the results.

EVALUATION OF VAN VLECK ELEMENTARY SCHOOL 2017-2018 STATE COMPENSATORY EDUCATION PROGRAMS

Texas Education Code, Section 29.081 (b-3) directs LEAs to evaluate the effectiveness of accelerated instruction programs annually. Section 11.252 of the education code mandates the LEA to include formative evaluation criteria for determining whether the programs are improving student performance as intended.

The following table presents the number of Van Vleck Elementary students served in each of the programs provided under State Compensatory Education funding in 2017-2018. Formative and summative evaluation criteria and student performance meeting those criteria are provided in the table.

Van Vleck Elementary School uses the formative and summative data in the district's annual comprehensive needs assessment, which forms the basis of the following year's improvement planning process.

Evaluation of Van Vleck Elementary School SCE Programs, 2017-2108

SCE-Funded Programs	Criteria to Measure Success	Grade Levels Served	Number Served	Number Meeting Criteria	% Meeting Criteria
Support the School-wide Title I Program: RtI inclusion assistance Tutorials Lexia computer-assisted instruction program	Satisfactory performance on the STAAR	Grade 3	40	38	95%

SCE NEEDS ASSESSMENT

The needs assessment section of this report focuses on the number of students at risk and the performance of students at risk and not at risk on the STAAR assessments.

Texas Education Code Section 11.253 (c) requires campuses to develop, review, and revise the campus improvement plan annually for the purpose of improving student performance of all student populations with respect to STAAR achievement indicators and any other appropriate performance indicators for special needs populations.

Title I, Part A of the Every Student Succeeds Act includes similar requirements.

The needs assessment is the foundation for determining how the LEA meets the needs of both state and federal Title I, Part A statutes. State and federal laws create a framework wherein the academic and other needs of students at risk of not meeting state standards must be included in the annual assessment of student performance, the resulting improvement plans, and the implementation of programs to address those needs.

Texas Education Code, Section 11.253 (d)(3) requires campuses to identify how campus goals established in the improvement plan will be met for each student. TEC 11.253 (d)(7) requires the plan to include progress measurements toward performance objective to ensure that the plan is resulting in academic improvement.

For LEAs that receive ESSA Title I funds, the requirement for a comprehensive assessment of the needs of students who are failing or are at-risk of failing to meet challenging standards is included in Section 1114(b)(6) of the Every Student Succeeds Act.

STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

Texas Education Code, Section 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26.

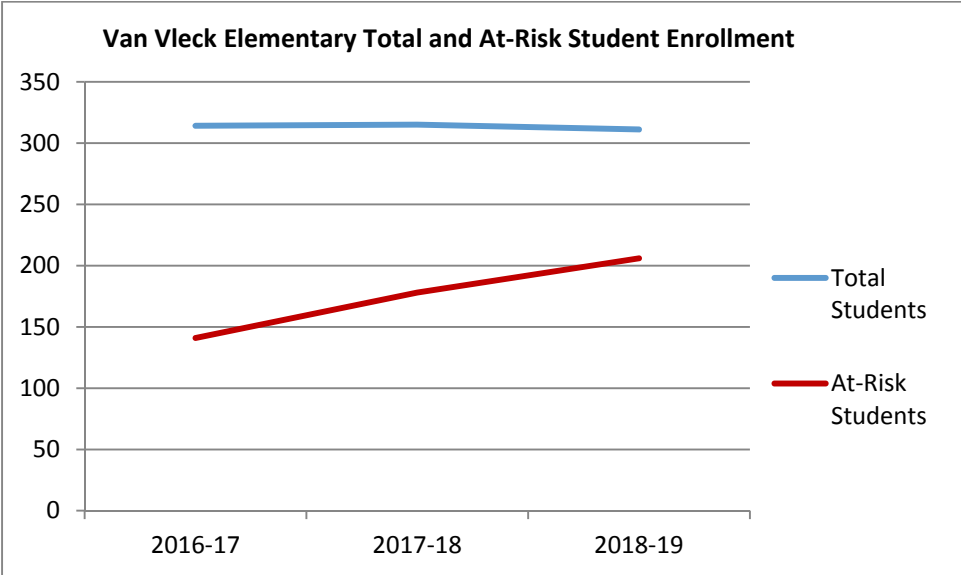
Van Vleck Elementary School has identified students meeting at least one of the 13 state at-risk criteria. Among those students, there are 206 indicators of risk. One student may be identified with more than one at-risk indicator. For example, a student who is homeless and who is not performing at state standard on the STAAR exam is identified with two at-risk criteria.

VAN VLECK ELEMENTARY SCHOOL STUDENTS AND AT-RISK CRITERIA 2018-2019

Grade	# of Students	Not Promoted		Failed STAAR		Failed Readiness (PK-3)		LEP		Care of CPS		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%
PK	15	0	0%			9	60%	0	0%	0	0%	0	0%
K	69	13	19%			46	67%	2	3%	0	0%	4	6%
1	71	13	18%			20	28%	2	3%	0	0%	0	0%
2	77	12	16%			32	42%	2	3%	1	1%	2	3%
3	79	9	11%	0	0%	34	43%	2	3%	1	1%	2	3%
Total	311	47	15%	0	0%	141	45%	8	3%	2	1%	8	3%
Total At Risk	206	% At-Risk	66%										

The following table and graph illustrate how the total enrollment on the campus and the incidences of risk has changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs and Special Populations Reports for 2016-17 and 2017-18 and data reported to TECS by VVUSD, 2018-19.

Year	Total Students	At-Risk Students
2016-17	314	141
2017-18	315	178
2018-19	311	206

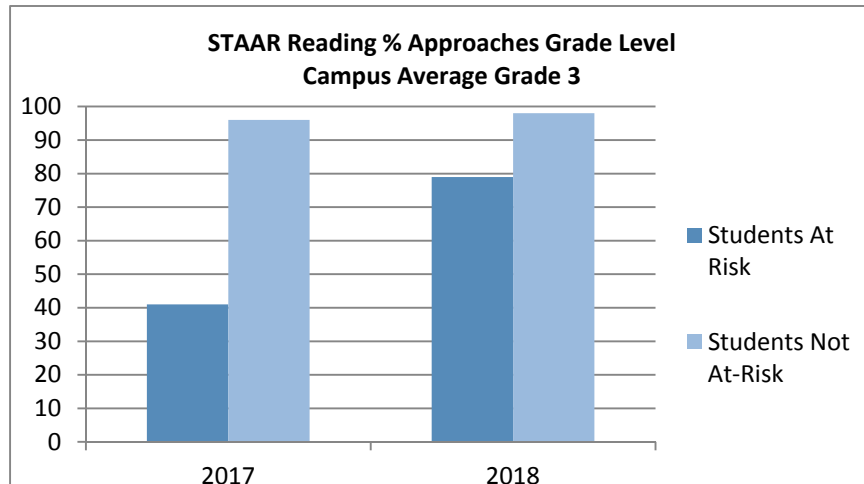
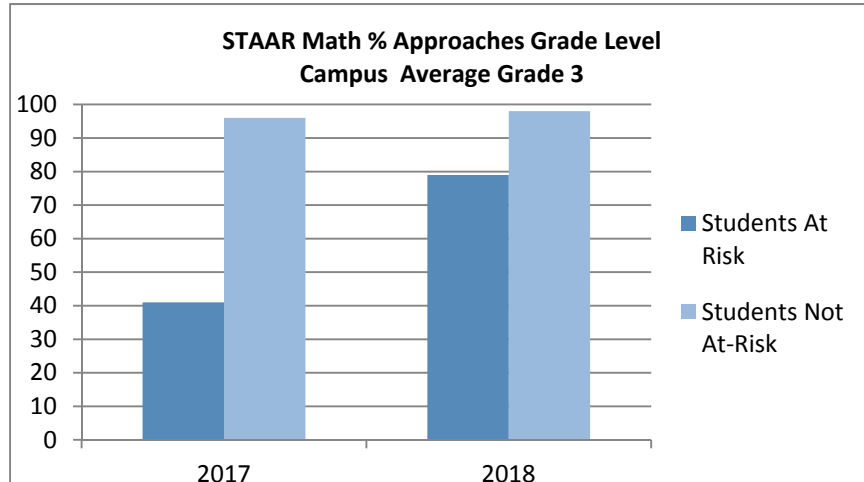


STAAR ASSESSMENT RESULTS – 2016-17 AND 2017-18

The following pages show in table and graph format comparisons of STAAR and STAAR EOC performance between students at-risk and those not at risk. The tables present two years' performance at each grade level.

State Compensatory Education Program				
STAAR Results Grades EE-3				
Van Vleck Elementary				
STAAR	Math % Approaches Standard		Reading/ELA % Approaches Standard	
	2017	2018	2017	2018
Third Grade				
Students At-Risk	76	96	41	79
Students Not At-Risk	96	98	96	98

VAN VLECK ELEMENTARY 2017 AND 2018 STAAR RESULTS GRADE 3



In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and the student may need additional support in the coming year. A student who meets grade level shows strong knowledge of course content, and the student is prepared to progress to the next grade.

The table below shows the percent of VVUSD students “approaching” and “meeting” STAAR grade-level standards in Grade 3 Reading/ELA and Math.

Approaches Grade Level and Meets Grade Level Grade 3 Reading and Math

Van Vleck Elementary School At-Risk Students 2018		
% "Approaches" and "Meets" Standard		
	Approaches	Meets
Reading		
Grade 3	79	33
Math		
Grade 3	96	54

STATE COMPENSATORY EDUCATION AND CAMPUS IMPROVEMENT PLANNING

Each year, the campus principal and the campus planning and decision-making committees must develop, review, and update the campus improvement plan for the purpose of improving student performance for all student populations (TEC 11.253 (c)).

The campus improvement plan must assess the academic achievement for each student in the school; set campus performance objectives; identify how campus goals will be met for each student; determine the resources needed to implement the plan; identify staff needed to implement the plan; and set timelines for reaching the goals (TEC 11.253 (d) (1) – (6)).

Texas Education Agency rules require school districts and charter schools that receive SCE funds to show how those funds are budgeted for supplemental direct instructional programs, including resources, salaries, and staff, both overall and in the strategies and activities that address accelerated instruction and dropout prevention.

VAN VLECK ELEMENTARY SCHOOL SCE PROGRAM IMPLEMENTATION – CURRENT YEAR PROGRAMS

VAN VLECK ELEMENTARY SCHOOL SCE PROGRAMS, 2018-2019

SCE funds are expended to provide programs and services that supplement the regular education program on the Van Vleck Elementary Campus. The programs are research-based. The documentation demonstrates that all direct instructional costs relate specifically to the SCE program and that the programs are efficient and cost-effective.

The district also documents how SCE-funded programs are expected to increase academic achievement or students at risk and/or reduce the dropout rate.

Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned are exited from the program and/or service upon the recommendation of their teacher(s).

Based on the evaluation of prior-year programs and the comprehensive needs assessment, Van Vleck Elementary School has implemented the following programs for 2018-2019.

VAN VLECK ELEMENTARY SCHOOL

**DESCRIPTION OF 2018-2019
SCE PROGRAMS AND SERVICES**

Instructional Methods for Addressing Needs of Students At-Risk	Resources Needed to Implement	Staff Responsible	Timelines for monitoring implementation	Formative Evaluation	Summative Evaluation
Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies	All Local funds DMAC	Campus Administrators Curriculum Director Superintendent	Completed by June 1, 2019	Teacher-made assessments, comparison of 2017-18 data to 2018-19	STAAR / STAAR EOC
Provide a system of prescriptive measures and assistance for students to meet VVUSD math competencies and improve math and science STAAR scores.	All Local funds	Math and Science vertical teams, ESC 3 specialists, Curriculum Director, Superintendent	December 2018- June 2109	Competency checklists, teacher-made assessments, compare 2017-18 data to 2018-19	STAAR / STAAR EOC
Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR and STAAR EOC	All	Campus faculty, Campus administrators, Administrators	End of six weeks	Report cards, STAAR objective checklist	STAAR / STAAR EOC

APPENDICES

Appendix 1: Key Definitions

Appendix 2: Statutory Criteria Used to Determine At-Risk Status

Appendix 3: Coordination of Funds for SCE Activities

Appendix 4: Assurances and Good Practices

APPENDIX 1: KEY DEFINITIONS

Understanding State Compensatory Education programs is made easier with knowledge of definitions and initialisms.

Accelerated Instruction, Compensatory Instruction – Education programs that are supplemental to the regular instructional programs in an LEA, designed and implemented to ensure that students that are not performing satisfactorily on a STAAR assessment or End-of-Course test meet satisfactory, grade level standards at the conclusion of the next school term.

Adjusted Basic Allotment – the funds that provide a basic level of education for each student in an LEA. The funds vary from LEA to LEA, based on the cost of providing a basic level of education.

At-Risk Student – A student served in an LEA’s accelerated or compensatory instructional programs, based on the student meeting at least one of 13 identifying criteria listed in Texas Education Code 29.081.

CNP – Child Nutrition Program, which is the free- and reduced-price lunch program in the LEA.

DAEP – Disciplinary Alternative Education Program.

DIP/CIP – The District Improvement Plan and the Campus Improvement Plan. The plans articulate goals, objectives, strategies, performance measures, resources and source of funds for regular education, state compensatory education and the other federal and state programs. State Compensatory Education funds and programs must be included in the improvement plans. This addendum fulfills Texas Education Code requirements relating to State Compensatory Education and an LEA’s DIP/CIP.

Dropout Prevention Programs – Accelerated or Compensatory Education programs that are designed to prevent students from dropping out by bringing them up to grade-level performance at the conclusion of the next school term.

ESSA – Every Student Succeeds Act – the 2016 reauthorization of No Child Left Behind (NCLB) and ESEA.

FASRG – TEA’s Financial Accountability Resource Guide – Volume 9.

LEA – Local Education Agency, a term that encompasses both traditional school districts and open-enrollment charter schools.

SCE – State Compensatory Education.

State Compensatory Education Funding Student – A student participating in an LEA’s CNP. An LEA receives State Compensatory Education funding allotment for each student participating in the CNP.

State Compensatory Education Program Student – A funding student is not necessarily an at-risk student. While an LEA receives its funding allotment based on the number of students participating in its CNP, the funding allotment supports the design and implementation of supplemental accelerated or compensatory education programs for students identified by one of the at-risk criteria in Texas Education Code 29.081.

Supplemental Funding, Supplemental Instruction – Supplemental funds add to an LEA’s or campus’s regular instruction budget. They are budgeted separately from an LEA’s regular instruction funding. Supplemental instruction adds to an LEA’s regular instructional program. Regular program funding is not to be reduced because an LEA or campus receives supplemental funds.

TAC – Texas Administrative Code - Includes rules relating to SCE funding and programs.

TEC – Texas Education Code - Includes laws relating to SCE funding and programs.

TEC Chapter 39 Subchapter B – Authorizing legislation for the STAAR and End-of-Course assessment programs.

APPENDIX 2: STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

While student participation in a district's CNP funds its SCE programs, economic disadvantage, by itself, is not an at-risk criterion. The Texas Education Code, in TEC 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26. Some of these criteria impact a student's status for the current year and leading up to the next regular academic term; others are permanent designations that will stay with the student for their academic career.

A district or charter school must provide students identified as meeting one or more of the at-risk criteria specified in the education code. The 13 at-risk criteria are listed below.

1. The student is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
2. The student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. The student is not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parents). Students identified with this criterion remain at risk for the remainder of their student careers.
4. The student did not perform satisfactorily on a STAAR assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that original instrument. Once the student reaches the mandated performance level on the assessment, the student is no longer classified as at risk under this criterion.
5. The student is pregnant or is a parent.
6. The student has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year.
7. The student has been expelled in accordance with TEC §37.007 during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or another conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school. Students meeting this criterion are classified as being at-risk for their entire school careers.

10. The student is a student of limited English proficiency, as defined by TEC §29.052. Once the student is exited from the program, the student is no longer classified as at risk under this criterion.
11. The student is in custody or care of the Texas Department of Family and Protective Services, or has, during the current school year, been referred to the department by a school official, officer or the juvenile court, or law enforcement officer.
12. The student is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.
13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to these 13 criteria, state law allows a school district or charter school to establish local criteria for identifying students who are at risk. If established, local criteria must be based on the prior year comprehensive needs assessment and identified in the improvement plan. The district or charter Board of Trustees must formally adopt the local criteria. The district or charter must evaluate its success in addressing the local criteria. The number of students served using local criteria during a school year may not exceed 10% of the number of students served using state-defined criteria during the preceding school year.

VVUSD does not have locally-identified at-risk criteria.

SCE AND TITLE I SCHOOLWIDE FUNDING

SCE funds can be used to supplement a Title I, Part A schoolwide program. Title I schoolwide programs are those permissible on Title I-served campuses, typically with 40% or economically disadvantaged students in enrollment (Title I rules allow certain campuses greater leeway in setting the threshold of 40% economically disadvantaged students). SCE programs and expenditures must be supplemental to both Title I and the regular instruction program funded with state and local funds. SCE funds budgeted and expended on a schoolwide program must be documented in the district and appropriate campus improvement plans and in the district's financial system.

In addition to the documentation requirements, a school district or charter school that budgets SCE funds on a schoolwide campus must be able to provide sufficient evidence that all SCE expenditures are allowable and support accelerated instruction. The use of SCE funds must not result in a decrease in funding for the regular education program.

VVUSD uses SCE funds to supplement the Title I program at Van Vleck Elementary School. The use of SCE funds on those campuses supplements Title I and state and local funding. The district does not use SCE funds to supplant federal, state, and local funding on those campuses.

STATE AND LOCAL EFFORT

VVISD uses state and local funds to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

IMPROVEMENT AND ENHANCEMENT

VVISD uses State Compensatory Education funds to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules.

COORDINATION OF FUNDING

VVISD coordinates all federal, state and local funds received by THIS district will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

COORDINATION OF INSTRUCTION

VVISD coordinates instruction between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

FEDERAL PROGRAMS

1. ESSA, Title I, Part A—At VVISED Elementary which is a school-wide Title I campus, supplemental Title I funds provide research-based reading/language arts and math instruction.
2. ESSA, Title II—Teacher and Principal Training and Recruiting Fund—VVISED uses these funds for recruiting, hiring and retention of highly qualified teachers, assistant principals, and pupil services personnel, and for professional development in core academic subject areas for VVISED staff.
3. IDEA-B— Individuals with Disabilities Education Act—the special education program at VVISED provides instruction for students with special needs in a way that addresses the students' differences and needs. It involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community.
4. Career and Technology Education—Additional funds will be used for supplemental supplies to further enhance the marketable skills of students upon graduation. Career planning is fostered through coherent sequences of courses. Emphasis is also placed on the integration of career/technology and general education to promote both occupational and general competencies.

STATE PROGRAMS

1. English As A Second Language (ESL)—Funds received from the state for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.

2. Special Education— this program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD Committee designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

Van Vleck ISD SCE Personnel Budget
Van Vleck Elementary SCE Personnel Budget

CDN 158-906-102

SCE Full Time Equivalents
 61XX Salaries and Personnel

8.50

Substitutes	6112	
Stipends/Extra Duty	6117-6118	
Salaries	6119, 6129	442,342
Deductions	6141, 6143 - 6145	6,414
Benefits	6142	24,375

Total Personnel

473,131

62XX Contracted Services

62XX	

Total Contracted Services

63XX Supplies and Materials

63XX	

Total Supplies and Materials

64XX Other Operating Costs

64XX	

Total Other Operating Costs

Total

473,131