

Vega Independent School District
Vega Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Vega ISD Mission Statement

Through vision and commitment, Vega ISD creates a challenging learning environment that encourages high expectations for success. Preparing students for the digital learning environment and independent success after high school is our mission. We strive to have our parents, teachers, and community members actively involved in and supportive of our students' learning.

Vision

Vega ISD Vision Statement

Academic Excellence for All Students---School-wide Accountability---Always Raising the Bar!

Nondiscrimination Notice

Vega ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Ray Cogburn, 200 Longhorn Drive, Vega, TX 806-267-2123 rcogburn@vegalonghorn.net.

Value Statement

Vega Elementary School Campus Improvement Plan can be found on our website at www.vegalonghorn.net or in the campus office. The district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

Revised: 9/4/2024, 2/19/2025, 3/5/2025, 5/15/2025

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Comprehensive Needs Assessment

Demographics

Demographics Summary

**Will be updated once PEIMS information is received.

Campus Type: Elementary School

Campus Size: 135-140 average over the last 2 years

Grade Span: PK-4

Attendance Rate: 97% (approximately)

Economically Disadvantaged: 36 students - 26.67%

English Language Learners: 8 students - 5.93%

At-Risk: 28 students - 20.74%

Mobility: 7 students - 0.05%

504: 3 students - 0.03%

Gifted and Talented: 0.0%

Special Education: 10 students - 7.41%

Hispanic: 2.96%

White: 77.78%

Two or More Races: 1.48%

Staff Summary: 13 certified staff members (includes classroom; PE; Technology; Music and Art), 8/10 content teachers are ESL certified (78%); 2 paraprofessionals, 1 principal, 1 counselor, 1 attendance clerk/PEIMS clerk, 1 district dyslexia teacher, 1 librarian aide, 1 school nurse, 1 custodian and 3 food service workers.

Demographics Strengths

Teacher/student ratio--Average of about 16.8 students in each class.

11/12 (91.66%) of certified staff have more than 5 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of increased percentages of SPED (7.41%), At-Risk (20.74%), and Eco Dis (26.67%),

Root Cause: Limited staff available to meet diverse needs of increasing needs of growing percentages of students requiring additional assistance and general education students.

Student Achievement

Student Achievement Summary

Vega Elementary School met standard in Student Achievement (95%), School Progress (92%), Closing the Gaps (100%) with the 2019 TEA Accountability rating system for an overall Rating of A (97%). Four academic distinctions were earned: Academic Achievement in ELA/Reading; Academic Achievement in Mathematics; Postsecondary Readiness and Top 25% Closing the Gaps. Percent of students at Masters Grade Level: 3rd ELA/Reading 77%; 3rd Mathematics 50%; 4th ELA/Reading 29%; 4th Mathematics 47%.

The TEKS and TEKS Resource System curriculum as used in conjunction with a variety of other resources including web-based support. Teachers utilized staff development days to plan an instructional calendar using TEKS Resource System as a guide. Each 9 weeks teachers take the time to modify or make changes to their instructional calendar and curriculum used in their daily instruction. Research based strategies are used by staff. Pre and post tests are used to monitor the progress of all students especially those in tiers 2 and 3 of RTI. Students receive instructional support through small group daily in all classrooms. Students are provided tutoring and academic support in varied ways throughout the day. Supplemental materials are purchased to assist students who are performing below the Approaches standard as well as enrichment materials for high performing students.

Vega Elementary School received the prestigious National Blue Ribbon Award for Excellence.

Student Achievement Strengths

VES met standard in all areas: Student Achievement: 95% (A), School Progress: 92% (A), Closing the Gaps: 100 (A), Overall TEA Accountability Rating: 97% (A). Four academic distinctions were earned: Academic Achievement in ELA/Reading; Academic Achievement in Mathematics; Postsecondary Readiness and Top 25% Closing the Gaps.. 100% of students took the STAAR test. On the STAAR ELA/Reading, 93% of all students met the Approaches Grade Level or Above. On the STAAR Mathematics, 100% of all students met the Approaches Grade Level or Above. Percent of students at Masters Grade Level: 3rd ELA/Reading 77%; 3rd Mathematics 50%; 4th ELA/Reading 29%; 4th Mathematics 47%. Vega student scores at the mastery level were 101 percentage points overall higher than the state total in all categories combined. All students including ESL, SPED and RTI were provided additional support with Think Through Math, Study Island, Education Galaxy, and Lexie Learning.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Variance in 4th grade (88%) meeting the Approaches Grade Level or above on ELA / Reading STAAR test compared to Economically Disadvantaged (67%).

Root Cause: Students are lacking the fundamental skills to master or demonstrate mastery of the TEKS.

School Culture and Climate

School Culture and Climate Summary

Vega Elementary School provides a positive learning environment for all students and staff members. The school counselor provides character education lessons to our students each month. She also provides information about bullying in schools. Vega ISD has a website to report bullying through a GoogleForm. When the report is completed it immediately alerts campus administration as well as the superintendent. Staff members are trained by the counselor at the beginning of the year about reporting bullying to the counselor and/or the campus principal.

School Culture and Climate Strengths

Students in grades 2-4 have the opportunities to participate in UIL Academics every year. 68% of our students competed. All VES staff members coach 1 or more events.

Students in grade 4 have the opportunity to participate in the Greater Southwest Music Festival.

High achieving students participate in our Think Tank extended learning program.

We have an excellent PTO that works with the staff and community to do such things as the Fall Carnival.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Overall student attendance needs to increase.

Root Cause: Students coming to school without waiting 24 hours symptom free; parents pulling students out for vacations during the year; parents keeping students home for other reasons not illness related.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Vega Elementary School staff is made up of 12 women. 11/12 (91.66%) of certified staff have more than 5 years of experience.

1-5 Years Experience: \$43,459

6-10 Years Experience: \$40,363

11-20 Years Experience: \$47,464

Over 20 Years Experience: \$52,173

Staff Quality, Recruitment, and Retention Strengths

Vega Elementary School staff uses research based practices and strategies. Some staff members utilize Google Classroom. Department and grade level meetings are held to discuss curriculum, students and activities. RTI meetings are held as needed. Staff members are provided professional development training through our district and Region 16 helping them stay current in the latest teaching strategies. At the beginning of the year, teachers have scheduled time to develop their instructional calendar using TEKS Resource System. Teachers then take time at the end of each 9 weeks to make adjustments as needed based on pre/post test assessments and daily calendar. VES tries to stay competitive with the area schools in terms of salary. We offer stipends for extra duties such as UIL coaches.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Need to hire highly qualified staff members to help with our numerous RTI struggling students.

Root Cause: Limited funding prevents the hiring of additional staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System curriculum will be used in conjunction with other resources such as web-based curriculum. At the beginning of the school year during Professional Development, teachers have scheduled time to develop/plan their instructional calendar for the entire year. They then take the time at the end of each 9 weeks to make adjustments to their instructional calendars as needed. Research based strategies are used by staff. Pre/post tests, diagnostic assessments, and curriculum based measurement (CBM) are used to monitor the progress of RTI students. Students are offered tutoring and homework help before, during, and after school. Funds will be needed to continue the TEKS Resource System contract and web-based curriculum subscriptions. Teachers use the DMAC TEKScore to develop and track assessments including unit tests, pre/post tests, and benchmark testing. All core-teachers are required to be ESL certified by May 2021.

Curriculum, Instruction, and Assessment Strengths

Teachers continue to challenge students in higher order thinking and intense rigorous instruction and curriculum. Teachers utilize pre/post tests, diagnostic assessments, and curriculum based measures to monitor student progress. Students are provided tutorials and academic support in small group and tiered support throughout the day. DMAC is utilized to disaggregate state, local and benchmark assessments. All core-teachers are required to be ESL certified by May 2021.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): ESL students performing below their peers on ELA/Reading STAAR tests.

Root Cause: Vega Elementary School is strengthening our ESL program. There is a need for more training and certified ESL staff members.

Family and Community Engagement

Family and Community Engagement Summary

Parents and teachers utilize Meet the Teacher night, phone calls, e-mail, and face to face conferences to communicate about the goals of the classroom and the success of the students in achieving those goals. Parents are encouraged to attend athletic events, awards assemblies, concerts, and ARDs. Meet the teacher night is held the week before school starts in the fall. Vega ISD utilizes a district Facebook page and website to help keep parents informed and to high-light student achievement.

Family and Community Engagement Strengths

Eighty-seven percent of the students were represented by a parent or guardian at the 2018-19 Meet the Teacher night. Parents and teachers find e-mail to be an effective tools for communication on minor questions. Parent Portal is an excellent tool for parents to check grades and attendance. Parents have expressed how much the communication has improved and how much it is appreciated.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Increase positive communication between parents and staff.

Root Cause: Feedback from parents indicated that communication could improve with varied methods.

School Organization

School Organization Summary

Schedules are developed to maximize student learning. All classes are given 45 minutes of instructional time. Campus and district goals are aligned and developed to increase students' academic performance in the classroom and on STAAR testing. Vega ISD uses the TEKS Resource System to help teachers implement the TEKS. Small class sizes help meet the individual needs of our students.

Only 10% (1) staff members at VES are ESL certified.

School Organization Strengths

Small class sizes (11 students on average) help to improve student success and achievement.

Community and parental support of our educational procedures and techniques.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): There are only 10% (1) of VES staff members that are ESL certified.

Root Cause: There is not a strong ESL program. There is a need for more funds to fully pay for certifying ESL staff members.

Technology

Technology Summary

Vega Elementary has 28 ipads, 28 MacAir/old Macbook Pro, and 41 chromebooks that are available to students. Vega Elementary School utilizes different web-based instructional programs to help support the teachers in teaching the state approved curriculum. On VES campus, students use Renaissance Accelerated Reading (AR) program, Study Island (ELAR, Math, and Science), Think Through Math, Lexia Learning, and Education Galaxy.

Technology Strengths

Each classroom has an LCD projector, a document camera, and an interactive white board. Quality web-based programs are available to staff and students to enhance learning. Teachers are utilizing Google Classroom to improve instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): VES would like to transition to a 1:1 technology campus.

Root Cause: There is a need for more funding to pay for the additional computers.

Priority Problem Statements

Problem Statement 1: Variance in 4th grade (88%) meeting the Approaches Grade Level or above on ELA / Reading STAAR test compared to Economically Disadvantaged (67%).

Root Cause 1: Students are lacking the fundamental skills to master or demonstrate mastery of the TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Need to hire highly qualified staff members to help with our numerous RTI struggling students.

Root Cause 2: Limited funding prevents the hiring of additional staff.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: ESL students performing below their peers on ELA/Reading STAAR tests.

Root Cause 3: Vega Elementary School is strengthening our ESL program. There is a need for more training and certified ESL staff members.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Increase positive communication between parents and staff.

Root Cause 4: Feedback from parents indicated that communication could improve with varied methods.

Problem Statement 4 Areas: Family and Community Engagement

Problem Statement 5: VES would like to transition to a 1:1 technology campus.

Root Cause 5: There is a need for more funding to pay for the additional computers.

Problem Statement 5 Areas: Technology

Problem Statement 6: There are only 10% (1) of VES staff members that are ESL certified.

Root Cause 6: There is not a strong ESL program. There is a need for more funds to fully pay for certifying ESL staff members.

Problem Statement 6 Areas: School Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data









Goals









Goal 1: All VES students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 1: All students in kindergarten through 4th grade will meet or exceed a years growth in math and reading/ELA.

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be given tutorial opportunities; example: before and during school. Strategy's Expected Result/Impact: Students who need additional help will be provided additional support. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: staff salaries to support Title 1 - SCE - 6100 - \$57,242, SCE contracts/services with ESC 16 for support - SCE - \$3,500, SCE supplies - SCE - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Varied assessments will be used to differentiate instruction and identify tiered students to provide support. Strategy's Expected Result/Impact: Students will show growth in math and reading/ELA. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Title 1 Aide to support teachers and students in achieving learning objectives, especially those tied to STAAR. Title 1 resources will be used to partially fund these positions.</p> <p>Strategy's Expected Result/Impact: Increase library participation; Increase AR points earned; Increase STAAR results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.51, 2.52, 2.6</p> <p>Funding Sources: Payroll - 211 Title I - 6100 - \$16,188</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 488 663 537">  No Progress </div> <div data-bbox="764 488 982 537">  Accomplished </div> <div data-bbox="1083 488 1335 537">  Continue/Modify </div> <div data-bbox="1436 488 1631 537">  Discontinue </div> </div>				

Goal 1: All VES students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 2: The cumulative attendance rate for VES will be 97%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a proactive attendance monitoring system. Strategy's Expected Result/Impact: Attendance Data Staff Responsible for Monitoring: Campus Principal and Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize attendance incentives and recognition programs for good attendance. Strategy's Expected Result/Impact: Recognition for students with good attendance. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase attendance through school climate and encourage students to participate in AR, Achievement Club and other activities throughout the year. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 1: All VES students (including but not limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will perform satisfactorily on STAAR tests.

Performance Objective 3: Vega ISD will address equity gaps through teacher recruitment, retention, and support.

High Priority

Evaluation Data Sources: Equity Plan













Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs in our local area. Strategy's Expected Result/Impact: Hire qualified teachers. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

















Goal 2: Maintain a healthy, safe and secure school system.

Performance Objective 1: VES will follow emergency procedures set by the district.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an emergency preparedness safety plan Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct fire, tornado, secure, hold and lockdown drills. Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal, and Teachers</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus security cameras checked frequently for safety and security needs as well as cameras and door monitoring systems at 4 main entrances. Strategy's Expected Result/Impact: Maintain safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal and Secretaries</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify













Strategy 4 Details	Reviews			
<p>Strategy 4: Phones available in each classroom for emergency situations. Strategy's Expected Result/Impact: Maintain the safety and security of staff and students. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
<p>Strategy 5: All staff will complete Stop the Bleed training prior to school starting and trauma kits will be placed in all classrooms, offices, and student transportation vehicles. Strategy's Expected Result/Impact: Sign-in sheets from training, and documentation of trauma kit placement. Staff Responsible for Monitoring: Superintendent, Campus Principal, School Nurse</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 6 Details	Reviews			
<p>Strategy 6: The district will provide multiple armed safety trainings for all staff interested in serving the district in an armed capacity. All staff required superintendent and board approval to participate. They are also screened by a mental health professional. Strategy's Expected Result/Impact: Armed staff will follow the parameters of this role as determined by the board to provide a more secure/safe school settings for students and staff. Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 7 Details	Reviews			
<p>Strategy 7: The district will monitor armed staff signs at main entrances, and door numbering system on all exterior doors while performing regular door safety checks each month. Strategy's Expected Result/Impact: Deter violence and promote safety. Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify









Strategy 8 Details	Reviews			
<p>Strategy 8: All internal doors will be assessed and adjusted/replaced to support secure lockdown measurements. A weekly door audit will be conducted on all exterior doors.</p> <p>Strategy's Expected Result/Impact: Provide a safe barrier for our students and staff.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principal, Technology Director, Head of Maintenance</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 9 Details	Reviews			
<p>Strategy 9: As a part of the safety and security grant, the district will install force-resistant film on ground level windows and glass exterior doors not within a secured area. The district will implement, use and establish good practice with a silent panic alert technology. The district will update access points to the school.</p> <p>Strategy's Expected Result/Impact: Provide a barrier of safety for our students and staff.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals Technology Director Head of Maintenance</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 10 Details	Reviews			
<p>Strategy 10: Staff will be trained and use the Raptor App to document the location and status of students during a drills and emergency situations. The Raptor App gives all staff members access to a silent button alarm.</p> <p>Strategy's Expected Result/Impact: Documentation of students/staff members during an emergency and reunification plan will be successfully executed.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Maintain a healthy, safe and secure school system.

Performance Objective 2: VES students will be educated on becoming or staying safe, healthy, and drug free.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided quality instruction on living a safe, healthy, and drug free life. Strategy's Expected Result/Impact: Student well-being Staff Responsible for Monitoring: Campus Principal, Counselor, and School Nurse</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with mental health awareness. Strategy's Expected Result/Impact: Decrease student discipline, anxiety, and depression. Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students with physical fitness and health education services. Strategy's Expected Result/Impact: Improve student health and fitness performance Staff Responsible for Monitoring: Campus Principal, Counselor, PE Coach, and School Nurse</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify













Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students violence prevention and intervention training.</p> <p>Strategy's Expected Result/Impact: Student well-being</p> <p>Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students (including but limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will have diverse learning opportunities.

Performance Objective 1: VES will provide students with the opportunities to develop technology based skills in the classroom.

Evaluation Data Sources: Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize the internet to enhance instruction. Strategy's Expected Result/Impact: Enhance student achievement Staff Responsible for Monitoring: Campus Principal and Technology Coordinator</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will have opportunities to utilize technology in the classroom. Strategy's Expected Result/Impact: Improve student performance in the classroom. Staff Responsible for Monitoring: Campus Principal and Technology Coordinator</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: All students (including but limited to ELL, Special Education, At-Risk, Economically Disadvantaged) will have diverse learning opportunities.

Performance Objective 2: VES will provide G/T services for all identified students in grades K-4 by G/T certified, core-teachers.

Evaluation Data Sources: G/T Committee and documentation













Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<p>Strategy 1: All core-teachers are G/T certified. Strategy's Expected Result/Impact: Increased performance of G/T students. Staff Responsible for Monitoring: Principal, G/T Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: G/T Committee that is comprised of administrators, school counselor, teachers, and G/T parents that develop, implement, revise and review our G/T plan. Strategy's Expected Result/Impact: Enriched program Staff Responsible for Monitoring: Principal, G/T Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: G/T nominations can come from parents, teachers, and community members each fall. Notifications about nominations are done through social media, newspaper, and email to parents. Strategy's Expected Result/Impact: Identification of G/T students Staff Responsible for Monitoring: Principal, G/T Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Provide effective and quality parental involvement.

Performance Objective 1: Parents will be full partners with educators in the education of their children at Vega Elementary School.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parental involvement opportunities that assist parents in helping their child to be more successful in school and post secondary. Strategy's Expected Result/Impact: Documented number of parents at school events through sign-in sheets and agendas. Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 4.1, 4.2 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: The Vega ISD website, district app, and Facebook page will be kept up to date with accurate and useful information. Strategy's Expected Result/Impact: The number of followers and hits on webpage. Staff Responsible for Monitoring: Superintendent and Campus Principal</p> <p>Title I: 4.1, 4.2 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage school-wide parent attendance at assemblies and other school activities. Strategy's Expected Result/Impact: district alert system, website, Facebook, newspaper, District calendar Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5, 4.1, 4.2 Funding Sources: - 199 Local</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews			
<p>Strategy 4: Step-Up program in the spring to help parents and students gain understanding of new campus/classroom procedures for grades Pre-K/K, and 4th/5th.</p> <p>Strategy's Expected Result/Impact: Parental Involvement</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/Modify
Strategy 5 Details	Reviews			
<p>Strategy 5: Weekly newspaper articles and school app and website provide information about school events and student achievements.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 6 Details	Reviews			
<p>Strategy 6: Emergent Bilingual parents receive Parent and Family Involvement/ Engagement newsletters monthly providing parents with ways to become actively involved in their child's education.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Campus Principal and Secretary</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: Provide effective and quality parental involvement.

Performance Objective 2: Foster positive transitions (VES/VJH)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Guidance and counseling will be offered to all students and parents to facilitate transitions between grades/schools, specifically PreK-K and 4th-5th grades.</p> <p>Strategy's Expected Result/Impact: Meeting sign-in sheets Positive transitions</p> <p>Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Vega Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.65

Brief Description of SCE Services and/or Programs

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Personnel for Vega Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Porton	2nd Grade Teacher	0.13
Angela Spinhirne	4th Grade Teacher	0.13
Cathy Vogler	4th Grade Teacher	0.13
Jean Noggler	1st Grade Teacher	0.13
JoAnna Carlson	Instructional Paraprofessional	1
Shanda Neelley	3rd Grade Teacher	0.13

Title I - Previous

1.1: Comprehensive Needs Assessment

The needs of students are evaluated and monitored throughout the year. The CNA parent survey was completed in the window from May 14-25, 2024. Educational needs are met through the academy process and evaluating benchmark assessments. Other needs are met through programs such as the snackpak program which provides food for families who are low income. Stakeholders develop and review the campus improvement plan throughout the year. They are encouraged to give feedback and input whenever they see fit.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the SBDMT Members. The committee consists of:

- Morgan Montgomery, Business Member
- Katherine Rohrbach, Community Member
- Jan Reeve, Community Member
- Kathie Bryant, Community Member
- Jami Duckett, Elementary Parent
- Mercedes Bruneay, Elementary Parent
- Jenna Noggler, Elementary/JH Parent
- Cathy Vogler, Elementary Teacher
- Stevie Jones, Elementary Teacher
- Megan Kahlich, Elementary Parent
- Kelly Schroeder, Special Education
- Amy Kirkland, Technology Coordinator
- Meredith Porton, JH/Elem Principal
- Cassidy Rosas, HS/JH Principal
- Jerry Adams, Superintendent

- Revised: 9/1/2024

Board Approved:

2.2: Regular monitoring and revision

CIP is monitored throughout the school year by school personnel and site-based decision-making committee on the following dates: 9/4/2024, 2/19/2025, 3/5/2025, 5/15/2025

2.3: Available to parents and community in an understandable format and language

VES Campus Improvement Plan can be found on our website at www.vegalonghorn.net and administration office. The district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

EL Plan de Mejoramiento del Distrito de Vega se puede encontrar en nuestro sitio web en www.vegalonghorn.com y la oficina de administración. La traductora de español del distrito es Griselda Dukes y está disponible bajo petición. Todas las demás traducciones se facilitarán a través de Google Translate.

2.4: Opportunities for all children to meet State standards

All students (including but not limited to ELL, Special Education, At Risk, Economically Disadvantaged) are monitored with regularly schedule tests and/or benchmarks throughout the year. Students not meeting requirements attend tutorials during the school day or after school study sessions with teachers.

2.5: Increased learning time and well-rounded education

The elementary campus has an academy/tutorial times available to help the educational needs of all students and is used for RTI time. Teachers meet with students after school when necessary. The master schedule is developed in a way to help students maximize learning time with smaller class sizes.

A link is available for students to report bullying on our school website at www.vegalonghorn.net in an effort to keep others from hindering educational performance.

2.6: Address needs of all students, particularly at-risk

At risk students are monitored throughout our RTI program (tutorials). Students who are failing are required to attend RTI time.

An annual child-find is conducted.

3.1: Annually evaluate the schoolwide plan

The campus improvement plan is updated annually by the SBDM.

The CIP Committee:

- Morgan Montgomery, Business Member
- Katherine Rohrbach, Community Member
- Kathie Bryant, Community Member
- Jami Duckett, Elementary Parent
- Mercedes Bruneay, Elementary Parent
- Jenna Noggler, Elementary Parent
- Cathy Vogler, Elementary Teacher
- Stevie Jones, Elementary Teacher

- Kelly Schroeder, Special Education
- Amy Kirkland, Technology Coordinator
- Tammie Cook, District Member/Counselor
- Meredith Porton, JH/Elem Principal
- Cassidy Rosas, HS/JH Principal
- Ray Cogburn, Superintendent

Revised: 10/25/2023

Board Approved:

4.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy is reviewed each year and board approved on June 14, 2022. The CIP committee reviews the parent and family engagement policy. The parent engagement policy is distributed in registration packets each fall and available on the district website under each campus. The policy is available in English and the district Spanish translator is Griselda Dukes and is available upon request. All other translations will be facilitated through Google translate.

The CIP Committee:

- Katy Harris, Business Member
- Kathie Bryant, Community Member
- Anna Griffin, Parent
- Meredith Porton, Teacher
- Mindy Harmon, Teacher
- Toni Brorman, Parent
- Katherine Rohrbach, Community Member
- Mindy Robins, Teacher
- Sherri Walker, Teacher
- Sharon Fangman, Teacher
- Rhonda Begley, Teacher
- Kelly Schroeder, Special Education
- Amy Kirkland, Technology Coordinator
- Tammie Cook, District Member/Counselor
- Johnette Stribling, Elementary Principal

- Tracey Bell, JH Principal
- Cassidy Rosas, HS Principal
- Jody Johnson, Superintendent

4.2: Offer flexible number of parent involvement meetings

Our Title I/Open House meeting on August 10, 2023, from 5:00-6:00p.m. and August 14th, from 9:00a.m. to 12:00p.m. During the fall semester, all elementary parents are asked to attend a parent conference: the spring conferences are optional. Parents are emailed, sent handouts, etc. on upcoming events and opportunities to participate at school, weekly. The district has an app where parents and any community members may access the calendars, menus, posts, and much more. Parents are also notified that they may e-mail, call, or come to the school if they have any questions or concerns and are unable to make meetings.

Title I - Updated

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Payroll	6100	\$16,188.00
Sub-Total					\$16,188.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE supplies		\$550.00
1	1	1	SCE contracts/services with ESC 16 for support		\$3,500.00
1	1	1	staff salaries to support Title 1	6100	\$57,242.00
Sub-Total					\$61,292.00