



2010-2011

Campus Improvement Plan

School: VICKERS ELEMENTARY

District Vision: *Achieving Excellence for All*

District Mission: *The mission of Victoria ISD is to provide rigorous, relevant, learning and life experiences so that all students contribute positively to society.*

School Vision: *Achieving Excellence for All*

School Mission: *Vickers Elementary will provide a rigorous and relevant curriculum so that every student will learn and maximize their potential.*

Summary of achievement results from the previous school year. (Include information from test scores, surveys, parental input, etc.)

Vickers' accountability rating is Exemplary for the second school year in a row. 97% of students passed Reading, 98% passed Math, 100% passed Writing and 94% passed Science TAKS. Vickers made significant gains in 2009-2010 and maintained and even increased its passing rates this school year in almost every sub-population. The percentage of students receiving the highest honor of Commended Performance dipped slightly but was still close to 50%.

Significant increases occurred in all ten dimensions of Organizational Health and the overall average increased to the upper right quadrant in 2009-2010. This school year, the average OHI score continued to increase rising 7 points to 86%. This indicates staff is working at the highest level of interdependency.

Staff continued to implement Quality Tools, a process designed to help students track their own growth and take responsibility for their own learning. This school year, additional data sheets were added and K-5 held their first student-led parent teacher conferences.

Discipline referrals increased from 110 to 117.

Attendance increased from 96.5% to 96.7% from last school year.

District Aim 1: High Student Performance and Achievement

Goal 1: Provide a relevant, rigorous curriculum that maximizes learning.	Goal 2: Ensure the delivery of quality instruction for all students.	Goal 3: Provide diverse learning options that prepare students for the workforce and post-secondary education.
School Goal:	Increase and maximize student performance	
Leadership:	All staff – Leaders at all Levels	
Key Processes:	<ul style="list-style-type: none"> • Utilize data from common assessments to form organized PRIDE time learning groups, classroom small groups, and before and/or after school tutoring groups in all grade levels. * • Maximize implementation of CSCAPE curriculum framework. * • Encourage student responsibility of their own learning through the use of individual student data graphs, class charts, and student led parent/teacher conferences. • Revamp non-negotiables including computer-based reading programs, math bulletin boards, science instruction, SLEEK, etc. * • Implement interventions by using the Rtl process and flow chart with the PLC team. * • Utilize Science lab. * • Involve technology in all content areas. * • Provide and promote extra-curricular opportunities (for example – field trips, speakers, clubs, etc.) * 	
Professional Development:	CSCAPE training Best Practices in Math training Quality Tools training	
Information Systems:	TAKS ISIP Assessment Innova PEIMS Fluency Probes Science Lab inventory Science Lab sign-in sheet	

Financial Resources:	<p>CSCOPE training – District Funds</p> <p>Best Practices in Math training - Local funds \$5,417.15</p> <p>After school interventions – Title I funds \$5,000.00</p> <p>Learning Facilitator – Tile I funds \$39,830.92</p>																																																																
Measures:	<p>% of students passing and commended on TAKS</p> <p>% of students showing growth in Math</p> <p>% of students showing growth in Reading</p> <p>% of students on level on ISIP Assessment</p> <p>% of students retained</p> <p>% of students on level on fluency</p> <p>% of students involved in student led parent conferences</p> <p>% of classrooms using individual student data graphs and class charts</p> <p>% of non-negotiables reviewed by ILT teams</p> <p>% of time Science Lab used by teacher</p> <p>Common Assessments</p>																																																																
Results:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th colspan="8" style="text-align: center; padding: 5px;">Exemplary</th> </tr> <tr style="background-color: #e6e6fa;"> <th colspan="8" style="text-align: center; padding: 5px;">Reading/ELA - min of 70%</th> </tr> <tr style="background-color: #e6e6fa;"> <th style="text-align: center; padding: 5px;">Student Group</th> <th style="text-align: center; padding: 5px;">2010 # Test</th> <th style="text-align: center; padding: 5px;">2010 % Pass</th> <th style="text-align: center; padding: 5px;">2011 # Test</th> <th style="text-align: center; padding: 5px;">2011 % Pass</th> <th style="text-align: center; padding: 5px;"></th> <th style="text-align: center; padding: 5px;">Change</th> <th style="text-align: center; padding: 5px;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">All Students</td> <td style="text-align: center; padding: 5px;">205</td> <td style="text-align: center; padding: 5px;">97%</td> <td style="text-align: center; padding: 5px;">224</td> <td style="text-align: center; padding: 5px;">97%</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;">-0-</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr style="background-color: #d3d3d3;"> <td style="text-align: center; padding: 5px;">Afr. Amer.</td> <td style="text-align: center; padding: 5px;">13</td> <td style="text-align: center; padding: 5px;">85%</td> <td style="text-align: center; padding: 5px;">6</td> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;">+15</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">Hispanic</td> <td style="text-align: center; padding: 5px;">69</td> <td style="text-align: center; padding: 5px;">97%</td> <td style="text-align: center; padding: 5px;">90</td> <td style="text-align: center; padding: 5px;">94%</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;">-3</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr style="background-color: #d3d3d3;"> <td style="text-align: center; padding: 5px;">White</td> <td style="text-align: center; padding: 5px;">118</td> <td style="text-align: center; padding: 5px;">99%</td> <td style="text-align: center; padding: 5px;">120</td> <td style="text-align: center; padding: 5px;">99%</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;">-0-</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">Econ. Disadv.</td> <td style="text-align: center; padding: 5px;">71</td> <td style="text-align: center; padding: 5px;">92%</td> <td style="text-align: center; padding: 5px;">86</td> <td style="text-align: center; padding: 5px;">95%</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;">+3</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>	Exemplary								Reading/ELA - min of 70%								Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 % Pass		Change		All Students	205	97%	224	97%		-0-		Afr. Amer.	13	85%	6	100%		+15		Hispanic	69	97%	90	94%		-3		White	118	99%	120	99%		-0-		Econ. Disadv.	71	92%	86	95%		+3	
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Math - min of 60%							
Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 % Pass		Change	
All Students	206	97%	224	98%		+1	
Afr. Amer.	13	92%	6	100%		+8	
Hispanic	69	97%	90	97%		-0-	
White	119	97%	120	98%		+1	
Econ. Disadv.	72	93%	86	97%		+4	

Writing - min of 70%							
Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 % Pass		Change	
All Students	68	97%	72	100%		+3	
Afr. Amer.	7	100%	3	100%		-0-	
Hispanic	23	100%	25	100%		-0-	
White	36	94%	41	100%		+6	
Econ. Disadv.	26	96%	26	100%		+4	

Science - min of 55%							
Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 % Pass		Change	
All Students	69	94%	71	94%		-0-	
Afr. Amer.	2	100%	3	67%		-33	
Hispanic	28	86%	30	97%		+11	
White	38	100%	37	95%		-5	
Econ. Disadv.	25	88%	25	84%		-4	

COMMENDED PERFORMANCE (%)

	2009-2010	2010-2011	Change
Reading	50	46	-4
Math	51	48	-3
Writing	41	40	-1
Science	62	52	-10

ISIP (%)

	PreK	K	1	2	3	4	5
Tier I	65	78	84	79	83	86	78
Tier II	0	17	12	15	13	8	17
Tier III	35	5	4	6	4	6	5

Fluency

Grade	Standard	2009-2010	2010-2011	Change
1	60 wpm	86%	81%	-5
2	90 wpm	78%	87%	+9
3	100 wpm	78%	82%	+4
4	110 wpm	77%	71%	-6
5	120 wpm	80%	66%	-14

Kinder Roots

Lesson #	2010	2011
	Highest Mastery Level of students by %	
Pre-1	0	1
1-5	1	5
6-10	7	1
11-15	25	28
16-20	18	21
21-25	10	15
26-31	20	29
Target mastery represented by dark line.	90	91

7 students (1.5%) were retained at Vickers this school year.

94% of parents attended a conference with their teacher.

89% of students attended a student-led parent/teacher conference.

100% of classrooms using individual student data graphs and class Charts.

95% of time Science Lab used by teacher.

All grade levels are using common assessments to form PRIDE time In-school intervention groups.

100% of curriculum non-negotiables were reviewed by our Instructional Leadership Teams.

Grade level teams met weekly in Rtl. Below is a table showing the number of students in each level of Rtl to start off the next school year:

Grade	Tier I B	Tier II A	Tier II B	Tier II C
K	3	2	0	0
1	7	5	2	1
2	5	5	3	0
3	5	2	4	1
4	7	4	8	0
5	6	10	2	4

See also results under Aim 3 for technology and staff development data.

See also results under Aim 4 for extra-curricular activity data.

District Aim 2: Safe, Secure and Nurturing Learning Environment		
Goal 1: Provide consistent, equitable, and effective discipline.	Goal 2: Provide a safe environment.	Goal 3: Provide safe and well-maintained facilities that are inviting and orderly.
School Goal:	Ensure a safe and secure environment for all.	
Leadership:	All staff – Leaders at all Levels	
Key Processes:	<ul style="list-style-type: none"> • Practice all safety drills. * • Address bullying to ensure all students feel safe at school. * • Involve Mid-Coast or Host or some other organization to implement a safety program such as Child Lures, Yellow Dino, or GREAT. • Demonstrate consistent discipline throughout the school (classroom, PE, music, cafeteria, library, guidance, all common areas, etc). * • Create and implement a school-wide procedure for grading conduct. * • Continue implementing and enforcing PBS procedures for all common areas. * • Re-develop a community based mentor program with the students within the school. • Advocate student achievement with staff and teachers / student mentor program. • Build relationships and establish a positive rapport with all students to maximize learning. * 	
Professional Development:	Safe and Civil Schools training	
Information Systems:	PEIMS OHI Harris Poll Office Discipline referrals (ODR)	
Financial Resources:	Safe and Civil Schools training – District funds	

Measures:	<p>% in attendance Increase in each domain of OHI % satisfaction of each domain of OHI % satisfaction on Harris Poll # of each type of safety drill # of ODR # of common area procedures revised Names of safety programs implemented</p>																																																				
Results:	<p>Attendance increased from 96.5% to 96.7% over the previous school year.</p> <p>Discipline referrals increased from 110 to 117 over the previous school year.</p> <p style="text-align: center;">Organizational Health Inventory</p> <table border="1" data-bbox="565 1014 1498 1535"> <thead> <tr> <th>Domains</th> <th>09-10</th> <th>10-11</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Goal Focus</td> <td>61</td> <td>90</td> <td>+29</td> </tr> <tr> <td>Communications Adequacy</td> <td>94</td> <td>92</td> <td>-2</td> </tr> <tr> <td>Optimal Power Equalization</td> <td>90</td> <td>90</td> <td>-0-</td> </tr> <tr> <td>Resource Utilization</td> <td>67</td> <td>92</td> <td>+25</td> </tr> <tr> <td>Cohesiveness</td> <td>86</td> <td>87</td> <td>+1</td> </tr> <tr> <td>Morale</td> <td>79</td> <td>87</td> <td>+8</td> </tr> <tr> <td>Innovativeness</td> <td>78</td> <td>83</td> <td>+5</td> </tr> <tr> <td>Autonomy</td> <td>79</td> <td>75</td> <td>-4</td> </tr> <tr> <td>Adaptation</td> <td>67</td> <td>76</td> <td>+9</td> </tr> <tr> <td>Problem Solving Adequacy</td> <td>86</td> <td>87</td> <td>+1</td> </tr> <tr> <td>OVERALL</td> <td>79</td> <td>86</td> <td>+7</td> </tr> </tbody> </table>	Domains	09-10	10-11	Change					Goal Focus	61	90	+29	Communications Adequacy	94	92	-2	Optimal Power Equalization	90	90	-0-	Resource Utilization	67	92	+25	Cohesiveness	86	87	+1	Morale	79	87	+8	Innovativeness	78	83	+5	Autonomy	79	75	-4	Adaptation	67	76	+9	Problem Solving Adequacy	86	87	+1	OVERALL	79	86	+7
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Harris Survey

Domains	08-09	10-11	Change
Parent Overall Satisfaction	8.6	8.8	+0.2
Student Overall Satisfaction	8.4	8.7	+0.3
Staff Overall Satisfaction	7.4	8.4	+1.0
Parent Satisfaction of Teachers	8.6	9.1	+0.5
Parent Satisfaction of Principals	8.4	8.8	+0.4
Student Satisfaction of Teachers	8.9	9.3	+0.4
Staff Satisfaction of Bldg Admin	7.1	9.3	+2.2
Staff Satisfaction of Students	7.6	8.4	+0.8

9 fire drills completed.
 1 lockdown drill completed.
 1 tornado drill completed.

Restroom procedure revised.

Names of safety programs implemented:

- Yellow Dino (1st and 4th grades)
- Compassion and Understanding (2nd grade)
- Child Lures (1st and 4th grades)
- Mid-Coast small groups on self-esteem, problem-solving (K-5),
- GREAT (4th grade)
- Bully Allert (K-5)
- Bullying (2nd)

A school-wide procedure for grading conduct was developed and shared with students and parents.

No community based mentor program was available for students at Vickers Elementary. Vickers staff served as mentors for approximately 20 students in 3rd-5th grade to help motivate and support them in preparation for the TAKS tests.

21 of our 5th grade students were invited to Destination Success Transition Camp at Cade Middle School this summer.

District Aim 3: Optimum Educational Resources

Goal 1: Maximize the availability and efficient use of financial resources.	Goal 2: Provide facilities that maximize learning opportunities.	Goal 3: Maximize access and use of reliable, up-to-date technology.
School Goal:	Ensure that students and teachers have the tools they need to increase success.	
Leadership:	All staff – Leaders at all Levels	
Key Processes:	<ul style="list-style-type: none"> • Procure effective research based materials. * • Conduct teacher training on how to use current resources. * • Obtain current technology including, but not limited to, computers, printers, DVD players, and software. * • Utilize and maintain the Science Lab and resources according to the inventory and schedule. * 	
Professional Development:	CSCOPE training – District funds	
Information Systems:	See HSP&A STAR Chart and Walk Through forms STAR Chart Harris Poll Staff development agendas and attendance Computer inventory	
Financial Resources:	Learning Facilitator – Title I funds - \$39,830.92 Technology acquisitions – Title I funds - \$6,539.42	
Measures:	See HSP&A % using technology in the classroom % of staff who feel competent on using current resources % satisfied on Harris Poll # of staff development trainings % of computers under 5 years of age	

Results:

See also results under Aim 1 and 2

Approximately \$1600.00 was spent to purchase additional science resources for the science lab. The existing science lab inventory was checked and updated.

Approximately \$7500.00 was used to purchase additional math resources for the classroom.

**Harris Survey
Computer Technology**

	08-09	10-11	Change
Parent Satisfaction	8.1	8.2	+0.1
Student Satisfaction	8.5	8.8	+0.3
Staff Satisfaction	6.2	6.5	+0.3

STAR Chart

	Early Tech	Dev Tech	Adv Tech	Target Tech
Teaching and Learning		√		
Educator Prep and Development		√		
Leadership, Admin, & Instr Support			√	
Infrastructure for Technology		√		

The Harris Survey and STAR chart survey on Technology were conducted in October, 2010. Since that time, the following technology acquisitions have occurred:

Vickers will receive wireless capability in the summer of 2011. One laptop was purchased for each of the 23 homeroom teachers to allow them to take advantage of the wireless capability in delivering instruction in the classroom. An additional 3 laptops were purchased for the office. 22 desktops were also purchased for use throughout the school.

	<p>All classrooms now have document cameras and projectors after the district purchased an additional 16 of each for Vickers.</p> <p>The percentage of computers under 5 years of age increased from 39% to 83%.</p> <p>100% of grade level teachers meet at least every other week with the learning facilitator to review CSCOPE and address other curriculum questions.</p> <p>Two teachers in each grade level have attended four days each of training in Best Practices in Math with Garland Linkenhoger.</p> <p>Two teachers in each grade level have attended four days of CSCOPE training.</p> <p>K-5 teachers received Writing training from Jodi Ramos.</p> <p>K-5 teachers received Quality Tools training in the area of student led parent-teacher conferences.</p> <p>Selected staff have attended an Inclusion conference (2), CPI (7), Texas Music Educators (1), Child Sexual Abuse (1), Parent Involvement Conference (1), Autism training (1), CIRCLE training (1), and Texas Performance Standards training (6).</p>
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District Aim 4: <u>Responsive to Student Needs</u>	
Goal 1: Ensure student input.	Goal 2: Create opportunities and enhance engagement of all students through extra-curricular activities.
School Goal:	To be responsive and in-tuned to students' needs and to develop motivation for participation in extra-curricular and co-curricular activities. To provide a well-rounded balance of experiences available to all student populations on campus.
Leadership:	All staff – Leaders at all Levels
Key Processes:	<ul style="list-style-type: none"> • Continue student surveys at all levels. • Create and provide opportunities for students to participate in extra-curricular activities that meet the different interests of all students. • Provide opportunities for preschool children to become familiar with the school and classroom procedures in preparation for Kindergarten attendance for the next school year.
Professional Development:	None
Information Systems:	Same as HSP&A Extra curricular and activity report Harris Poll Sign in sheets Head Start enrollment Daycare enrollment Current Pre-K enrollment
Financial Resources:	Art assistant – Title I funds - \$16,266.58
Measures:	Same as HSP&A # of students engaged in extra-curricular activities % of positive responses on Harris Survey Number of students in attendance at transitional activity

Results:

See also results under Aim 1.

See also results under Aim 3 for student survey responses.

Clubs/Events

	Student Participants
Kickball Team	50
Choir	30
Student Council	25
Safety Patrol	50
Manhattan Art Program	20
UIL Competition	43
Spelling Bee	68
Houston Livestock Art Show	450

Friday Clubs

	Student Participants
Piano	12
Fun with Instruments	37
Kickball	50
Art	100
Dance	21
Computer	90
Volleyball	115
Football	75
Basketball	69
Cheer	58
Cross-Stitch	11
Musical Drama	20
Astronomy	10
Photography	10
Grandpas Rock	6
Fundraising Club	22

	No transitional activity was held for Head Start going to Kinder. This is a Head Start initiated activity and no request was communicated from Head Start.
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District Aim 5: <u>Highly Qualified and Effective Personnel</u>			
Goal 1: Attract, recruit and employ highly qualified, diverse personnel.	Goal 2: Retain a highly effective competent workforce.	Goal 3: Develop personnel through on-going professional learning.	Goal 4: Recognize excellence at all levels.
School Goal:	To ensure that our school attracts and retains highly qualified personnel who are able to meet students' needs.		
Leadership:	All staff – Leaders at all Levels		
Key Processes:	<ul style="list-style-type: none"> • Maintain the high standards of a quality school so as to attract and retain a large number of applicants. * • Conduct a rigorous interview process to ensure that we are hiring the highest quality applicants of diverse backgrounds. * • Ensure that our campus is supportive of its staff and works to provide staff with the resources and training needed for them to be competent in their positions. * • Conduct training that provides research based strategies that have been proven effective with all students. * • Encourage staff to pursue professional growth opportunities and implement research based teaching strategies on our campus. * • Recognize highly effective personnel on our campus through verbal praise and tangible rewards. * 		
Professional Development:	On-going staff development provided through the PLC framework		
Information Systems:	See HSP&A OHI Eduphoria Staff development agendas Staff development sign-in sheets		

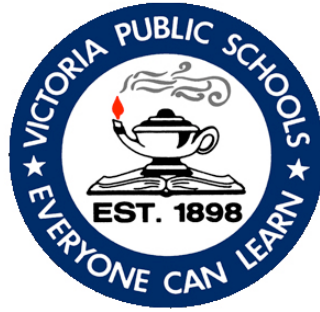
Financial Resources:	Learning Facilitator – Title I funds - \$39,830.92
Measures:	Same as HSP&A Improvement in ten dimensions of OHI # of walk through reflective conferences % of staff participating in staff development
Results:	See also results under Aim 1 and Aim 3. Administration and several staff members provided a one day training to all new staff members to help them better implement the Vickers non-negotiables. 68 formal walkthroughs were completed. 23 observations were completed.

District Aim 6: <u>Open, Effective Communication</u>		
Goal 1: Create an environment that seeks and respects input from all.	Goal 2: Increase awareness and understanding of district priorities, programs, procedures and policies.	Goal 3: Expand access and use of various tools to enhance communications.
School Goal:	Provide an environment that seeks and respects input from all.	
Leadership:	All staff – Leaders at all Levels	
Key Processes:	<ul style="list-style-type: none"> • Ensure an open door policy between staff, faculty, and administration. * • Analyze and follow through with all Problem Analysis forms. * • Involve staff regarding all decisions affecting their specific grade level through site base, PBS, ILT, staff meetings, e-mail, and PLC time. * • Expand communication vertically across all grade levels and content areas through ILT meetings and PLC time meetings. * • Communicate with parents, students, staff, and community with newsletters, web-site, parent gradebook, marquee, parent/teacher conferences, Sneek Peek, daily folders, agendas, 	

	<p>e-mail, staff notes, staff meetings, data notebooks, announcements, and CHAMPS expectations. *</p> <ul style="list-style-type: none"> • Provide and maintain training/professional development for all new programs implemented in the district. *
Professional Development:	<p>OHI Harris Poll Quality Tools</p>
Information Systems:	<p>Harris Poll Office/Admin/Parent Contact log Website stats OHI Parent Gradebook Notes home binder Student led conference sign-in sheets Data Notebooks CHAMPs expectations Problem Analysis forms</p>
Financial Resources:	<p>OHI – District funds Harris Poll – District funds Quality Tools – District funds</p>
Measures:	<p>% satisfaction with emphasis on Communication # of website hits Improvement in ten dimensions with emphasis on Communications # of Parent Gradebook hits % of parents attending parent/teacher/student conferences % of students attending parent/teacher/student conferences % of classrooms displaying and using CHAMPs % of Communications domain from OHI % of Problem Analysis forms turned in and addressed</p>
Results:	<p>See also results under Aim 1 and 2.</p> <p>100% of classrooms display and use CHAMPs.</p> <p>100% of Problem Analysis forms addressed.</p>

District Aim 7: <u>Involvement of all Parents, Students and Community</u>	
Goal 1: Engage parents, students, staff and community in educational partnerships to meet student needs.	Goal 2: Increase quality and quantity of opportunities to foster participation of customers.
School Goal:	Create a culture of trust and respect in the Vickers community by increasing students, parents, and community involvement in a collaborative effort to maximize participation and achievement.
Leadership:	All staff – Leaders at all Levels
Key Processes:	<ul style="list-style-type: none"> • Conduct school events such as Fall Festival, Book Fair, Grandparent’s Day, Science Fair, Science Night, Family Reading Night, and Open House. * • Provide parent and community volunteer involvement opportunities. * • Recruit community partners and parents to collaborate, become involved in, and participate in school functions. * • Provide extra-curricular activities for students. • Generate communication to parents and community through the use of agendas/parent folders, newsletters, e-mail, home visits, conferences, marquees, and web-sites. * • Implement student mentor program by inviting community members, parents, older students, teachers, and retired teachers to volunteer to be mentors.
Professional Development:	None
Information Systems:	Website stats OHI Harris Poll List of mentors and their attendance Calendar of events parents have been invited to attend List of volunteers School web-page
Financial Resources:	Parent Liaison – Title I funds - \$21,063.08 Art Assistant – Title I funds - \$16,266.58

Measures:	# of website hits Improvement in ten dimensions % satisfaction # of events parents have been invited to attend # of parents attending each event # of volunteers and their hours served # of hits school web-page received # of students who received mentors
Results:	See also results under Aim 2 and 3. Parents have attended the following events: Meet and Greet – Hundreds (no sign in required) Open House – Hundreds (no sign in required) PTO mtgs – Hundreds (no sign in required) Grandparent’s Day Celebration – 255 Thanksgiving Luncheon - 342 Second Cup of Coffees - Science Night – 221 parents and 180 students Family Reading Night – 36 parents and 52 students Volunteer Breakfast - 12 Campus Spelling Bee – 36 End of School Awards Assemblies - Hundreds



Campus Improvement Plan Title I Addendum

School: VICKERS ELEMENTARY

District Vision: *Achieving Excellence for All*

District Mission: *The mission of Victoria ISD is to provide rigorous, relevant, learning and life experiences so that all students contribute positively to society.*

Title I Compliance Checklist

Evidence of Compliance	School Goal Where Met
Summary of Accomplishments to review needs	Summary Page
Reform Strategies	High Student Performance and Achievement
Instruction by highly qualified staff	Highly Qualified and Effective Personnel
Professional Development offered	Highly Qualified and Effective Personnel
Attracting highly qualified teachers	Highly Qualified and Effective Personnel
Strategies for parental involvement	Involvement with all Parents, Students, and Community
Measures to include teachers in the use of assessment	High Student Performance and Achievement
Effective, timely, additional assistance for students experiencing difficulty	High Student Performance and Achievement

Coordination of federal, state, and local services	Financial Resources located under each AIM statement
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Campus/ Department Improvement Plan Timeline Memo

Copies of the campus/department agenda of the review of the Campus or Department Improvement Plan should be kept on file along with the original signature page as documentation. An electronic copy (scanned copy) of the signature page along with the updated plan should be submitted to the Office of Research and Development. Please submit all documents as electronic attachments through the email system to susanne.carroll@visd.com .

A copy of a PowerPoint presentation provided to VISD by the Partnership for Excellence along with a handout titled “Are We There Yet?” describing the activities on the presentation has been provided to each campus/district administrator to assist them in gathering input for the Formative and Summative Reviews of the Campus/Department Improvement Plans. If you need assistance in using these processes presented to you in the slide or the handout, please call Dr. Susanne Carroll at ext. 9303 or by email: susanne.carroll@visd.com.

New Plan Modification Session:

On or before September 15 - Review and complete CIP/Department Plan with staff including the Summary of Achievement Results from the prior year on the first page

On or before September 30 - Review with supervisor the Campus/Department Improvement Plan and submit electronic copy to Executive Director of Research and Development this will include the Summary of Achievement Results completed on the first page of the CIP/DIP

Fall Formative Review Summary Due Dates:

By October 30- OHI Resource Team Conferences between Principal, OHI Consultant, and Supervisor

(Not all departments will have these conferences, only those who use the OHI survey instrument)

Mid-Year Formative Review Summary Due Dates:

January - Review CIP/DIP with campus/department staff and make changes

Late January/ Early February – Review campus/district data and revised CIP/DIP with supervisor

On or before February 28 - Submit updated Formative CIP/DIP to Executive Director of Research and Development

Final Summative Review Due Date:

On or before June 1 – Review through the “Are We There Yet” activities preliminary data and results to campus/department staff and

On or before June 10 – Submit finalized Summative CIP/DIP to supervisor

Mid - June - Meet with supervisor and share final data and Summative CIP/DIP

On or before June 30 - Submit electronic copy of Summative CIP/DIP to Executive Director of Research and Development