

Coppell Independent School District
Valley Ranch Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Guiding Purpose

Collaboratively develop the whole child through engaging learning experiences in a safe environment to prepare our next generation of leaders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Valley Ranch serves a majority Asian student population in grades EC, K-5. In the 2022-23 school year, total enrollment was 511 which represents a decrease of -26.6% since 2018-19 (697 learners).

In 2022-23, the student population was 89.4% Asian, 3.3% White, 2.7% Hispanic, 2.1% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.1% multi-racial. Females made up 47.7% of the learners and males represented 52.3%. Our economically disadvantaged percentage was 4.7%.

Our Emergent Bilingual (EB) population consisted of 231 learners that made up 45.2% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (32.4%), Tamil (25.5%), Hindi (11.6), Malayalam (6.4%), and Marathi (4.7%). Additionally, 2.6% of our EBs were also economically disadvantaged.

Our 42 gifted and talented learners constituted 8.2% of our population. Our gender split in the GT group was 35.7% female and 64.3% male. Of the four major ethnic groups, our GT learners were 88.1% Asian, 7.1% White, 2.3% Hispanic and 2.3% African American.

We had 77 learners that qualified for special education services, which represented 15% of our population. There were 4 learners with 504 accommodations, which was 0.7% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.17%, which decreased by 1.36% from the prior year.

STAFFING

Valley Ranch employed 35 educators and 10 instructional aides in the 2022-23 school year. The number of teachers increased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 8.5% Asian, 74.2% White, 11.4% Hispanic, 5.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 100% of the educators and males represented 0%.

Overall, our educators had a varying level of professional experience: 14.2% (5) were new to teaching with 0-1 years of experience, 37.1% (13) had 2-5 years, 28.5% (10) had 6-10 years, 0% (0) had 11-15 years, 8.5% (3) had 16-20 years, and 11.4% (4) had more than 20 years. Looking at longevity within the district, 34.2% of our teachers had 0-1 years in district, 34.2% had 2-5 years, 17.1% had 6-10 years, 2.8% had 11-15 years, 5.7% had 16-20 years and

5.7% had more than 20 years. The average years of professional experience was 7.4 with 4.8 years in the district.

Advanced degrees were held by 11.4% of our teachers: 4 with master's degrees and 0 with doctorates. Our campus principal had 42 years of career experience in a professional position (not necessarily as a principal) and 22 years in Coppell. Our assistant principal had 13 years of professional experience and 3 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 81.82%. For educational aides it was 100%. We hired 9 new teachers in 2022-23. The characteristics of our new teachers were as follows: 11.1% Asian, 55.5% White, 11.1% Hispanic, 22.2% African American, 100% female, 0% male, 33.3% new to teaching, 11.1% with 2-5 years of professional experience, 22.2% with 6-10 years, 0% with 11-15 years, 22.2% with 16-20 years, 11.1% with more than 20 years and 25.7% new to the campus. The average years of professional experience was 8.7 with 2.3 years in the district. 33.3% of our new teachers had advanced degrees.

Demographics Strengths

There are many strengths at Valley Ranch Elementary.

- Our community involvement with stakeholders.
- Our families value education.
- Our entire staff is committed to the success for all learners.
- We provide support for all staff and believe in the Professional Learning Community process.
- We have a campus level mentor program that supports all new educators to our campus.
- We have an effective campus mentor leader program.
- Our staff is able to understand the value of a Professional Learning Community and take action for the betterment of all learners.
- The parents of our learners have a high level of education, which leads to an effective Parent Teacher Organization for the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for supporting our Emerging Bilingual Learners and families to support academic and social-emotional growth. **Root Cause:** A large part of our students (about 44%) are Emerging Bilingual Learners.

Student Learning

Student Learning Summary

- **NWEA MAP:** Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- **mCLASS:** Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: <https://drive.google.com/file/d/1PfBymio7aNCgICVeNPtHXiQ9tHWh6N5l/view?usp=sharing>

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	74	1568	8	92	73	59	74	1543	15	85	68	43	
Spring 2022	4	81	1639	9	91	80	59	81	1682	14	86	78	52	
Spring 2022	5	111	1718	7	93	82	67	111	1735	14	86	70	55	111
Spring 2023	3	96	1572	10	90	77	47	96	1565	10	90	73	45	
Spring 2023	4	77	1699	5	95	77	58	77	1757	6	94	83	65	
Spring 2023	5	85	1758	6	94	86	72	85	1795	7	93	79	54	85

TELPAS 2023															
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	8	65	20	8	16	57	16	12	24	53	20	4	25	51	
1	6	17	38	38	6	21	38	35	12	38	17	33	15	31	
2		29	16	55	23	68	10		19	39	23	19	16	42	
3	3	5	23	70	5	88	7		7	35	20	38	3	47	
4	9	22	35	35		52	43	4	4	30	13	52	4	35	
5	3	14	28	55		48	48	3	3	14	10	72		17	

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

The campus is proud of many different student achievement strengths including:

- 2nd - 5th grade EB students showed growth in reading comprehension and phonics from the 2021/2022 to the 2022/2023 school year through the utilization of System 44 curriculum in a small group setting.
- There has been a school-wide focus on reading which resulted in an increase in usage of the iStation reading curriculum from September to January.
- The iStation STAAR indicator grew in reading for the masters category for all three grade levels. (3-5)
- The data shows that VRE is effectively closing the achievement gap for the same group of learners over a three-year timeframe.
- Science STAAR scores grew 3% after intentional school wide focus on vocabulary that supports the TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase Dreambox growth month to month to close academic gaps. **Root Cause:** There is a high percent of EB Learners who need direct math instruction.

Problem Statement 2 (Prioritized): There is a need for more students to move from meets to masters on the Math STAAR test. **Root Cause:** There is a high percent of EB learners with a high mobility rate .

Problem Statement 3 (Prioritized): There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. **Root Cause:** There is a high percent of EB Learners on our campus.

Problem Statement 4 (Prioritized): There is a need for 3-5 grade learners to meet the STAAR progress measures. **Root Cause:** There is a high percentage of EB learners and campus mobility rate (17.6%).

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Valley Ranch Elementary are guided by the TEKS and Coppell ISD expectations. With the CISD Learning framework; the TEKS and CISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem-solving, and social contribution.

Assessment is a critical component when it comes to decision making. Valley Ranch Elementary is implementing a pre-assessment, common formative assessment, and post-assessment format to ensure we are adequately addressing student needs and measuring student outcomes. Weekly team planning meetings and Professional Learning Community meetings are held to target lesson planning, address social emotional learning, Tier I strategies, data review, strategic planning and professional learning. Educators will be provided professional development to utilize Schoology to strengthen delivery of instruction.

Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a Design Day 3-4 times per school year to address long-range goals and assessment development. Intervention time is built into the daily schedule to provide time for remediation and enrichment. Student progress is routinely monitored and instruction is adjusted accordingly.

Professional development needs are determined based on demonstrated and observed needs. Staff meetings are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing articles. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Creating innovative learners who can actively find and solve problems is at the core of our focus. Programs such as Leader in Me, and various service learning opportunities, allow students to demonstrate connections with the greater Coppell/Valley Ranch community. We also believe all students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Valley Ranch staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected for teachers and students in order to maximize instruction.

Valley Ranch Elementary has one cart of MacBook Airs (20) and enough iPads so that grades K-5 are at 1:1 ratio. These devices are used on a regular basis. Educators make a point of using technology whenever appropriate to enhance and/or demonstrate student learning. We also have a team of District Digital Learning Coaches who assists our teachers with exposure to new technology and designing classroom lessons using technology.

This year Valley Ranch Elementary will extend our learning in Aligning Academics through the Leader In Me program. Due to COVID-19, we were unable to complete year four during the 2021-22 school year due to virtual learning the first nine weeks. This program is based on Stephen Covey's book: "7 Habits of Highly Effective People." Learners, parents, and educators have embraced this philosophy and embedded it in our school culture. We have had training and will continue the Leader In Me training in the upcoming school year.

School Processes & Programs Strengths

Valley Ranch Elementary's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction following the VRE Master schedule.
2. Relationship building between learners, educators, and parents enhances our school community and instructional integrity.
3. Ability to interpret and use common assessment data to drive instruction.
4. Educators are immersed in collaborative meetings where decisions are made to answer the four Professional Learning Community questions:
 - a) What do we want our learners to know?
 - b) How will they learn it?
 - c) What do we do if they don't know it?
 - d) What do we do if they already know it?

During this time our educators work together to write Common Formative Assessment (CFA), review data and determine next steps for learners. These Professional Learning Community meetings happen on a six-day rotation. The specials team is actively involved during this time with the learners to give an extension of learning for art, PE, and music. The specials team is also given time to collaborate in a Professional Learning Community to share ideas to address the social emotional needs of all learners.

5. Leader In Me (LIM) supports direct teach lessons, along with staff goal setting with accountability partners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause:** Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

Problem Statement 2 (Prioritized): The Common Formative Assessment (CFA) creation process needs to become more refined. **Root Cause:** Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Problem Statement 3 (Prioritized): There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause:** There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Perceptions

Perceptions Summary

Valley Ranch Elementary works to ensure our school is a family-friendly environment. Family involvement is a key component of learner success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. VRE has an active Parent Teacher Organization. The campus website is regularly updated with important information and serves as a repository for school-based schedules, forms, reporting procedures, contact links, etc. Valley Ranch Elementary is an extremely diverse community with over 28 spoken languages. Valley Ranch Elementary utilizes several social media outlets to help keep parents informed regarding the outstanding learning experiences occurring on our campus. Parent/community nights such as Meet the Teacher, Leader In Me Workshops, Curriculum Nights, fall and spring content based parent meetings all serve to help bring parents and school staff together toward a common purpose. Our VRE Librarian collaborates with support staff to host a monthly book club for parents to encourage engagement.

VRE's parents, educators, and learners take pride in our school and the school's reputation for success. VRE is perceived to be a safe and positive environment with a strong focus on academic success and building character.

Our mobility rate is over 17% and is continuing to increase over previous years.

One of the core beliefs at Valley Ranch Elementary is that students learn best in an environment where relationships are carefully formed, differences are valued and mistakes are seen as opportunities to learn and grow. As a Leader In Me campus, we give learners leadership opportunities on a daily basis and practice the 7 Habits of Highly Effective People every day. The 7 Habits are practiced by the educators and the learners.

Campus discipline data reflects minimal office referrals with strong classroom management practices set in place by the educators. The educators dedicate time at the beginning of the school year and are proactive in teaching and practicing routines, such as the First 8 Days of Leader In Me. This sets the foundation for the entire school year.

Perceptions Strengths

Valley Ranch Elementary has a multitude of culture and climate strengths.

- Active volunteer program which enhances parental commitment to our school
- Family events which focus on the importance of a positive relationship between home and school - Special Friend's Day, Jump Rope for Heart, Grade Level Musicals, Field Days, etc.
- Variety of communication methods used to contact parents and keep them informed (weekly update, website, Parent Square)
- Utilization of parent volunteers to support special events (field day, science fair, book fair, community night)
- Maintaining relationships with business partners (Las Colinas Federal Credit Union, Omni Hotel, Kebobs to Go, Kroger, Assistance League of Coppell, Boy Scouts of America)
- Campus Instructional Team
- Social media platforms
- Leader In Me to help with building leadership in learners
- Safe and Drug-Free Schools program emphasizing good character traits and making good decisions (Red Ribbon Week)
- Counseling program includes guidance lessons, reinforcement of core essentials and character, and new student lunches emphasizing good character traits and making good decisions.
- Use of Raptor to ensure the safety of our educators and learners
- Use of 4th and 5th-grade students as members of the Safety Patrol and Student Lighthouse for K-5 learners for various other leadership roles.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board.

Root Cause: Families are often unfamiliar with the expectations and practices of the US school system.

Problem Statement 2 (Prioritized): There is a need to continue refining our district and campus safety protocols. **Root Cause:** Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Priority Problem Statements

Problem Statement 2: There is a need for 3-5 grade learners to meet the STAAR progress measures.

Root Cause 2: There is a high percentage of EB learners and campus mobility rate (17.6%).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase Dreambox growth month to month to close academic gaps.

Root Cause 3: There is a high percent of EB Learners who need direct math instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.

Root Cause 4: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need for more students to move from meets to masters on the Math STAAR test.

Root Cause 5: There is a high percent of EB learners with a high mobility rate .

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The Common Formative Assessment (CFA) creation process needs to become more refined.

Root Cause 6: Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board.

Root Cause 7: Families are often unfamiliar with the expectations and practices of the US school system.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to continue with improving relations to ensure positive relationships are established.

Root Cause 8: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 10: There is a need to continue refining our district and campus safety protocols.

Root Cause 10: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Problem Statement 10 Areas: Perceptions

Problem Statement 13: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.

Root Cause 13: There is a high percent of EB Learners on our campus.

Problem Statement 13 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.





Performance Objective 1: All K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Sources: UbD Units and Plans, Common Formative Assessment data, Classroom Observations, CISD ELAR Look For Document

Strategy 1 Details	Reviews			
Strategy 1: Educators and administrators will work collaboratively in a continuous cycle to address and respond to the four questions for each Valley Ranch learner through the Professional Learning Community process. Strategy's Expected Result/Impact: High quality Tier I instruction for learners Close gap for high and low students. The 4 PLC questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Gifted Talent Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2, 4 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administration, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Counselor Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Educators will utilize PrimeTime to unpack standards, determine what proficiency looks like, develop common assessments and plan for intervention and extension/enrichment on a six-day rotation schedule. Strategy's Expected Result/Impact: -Learners will demonstrate mastery of grade level standards. -Educators will share and implement best practices based on team collaboration. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The educator will be provided Design Days in order to provide engaging and quality Tier I instruction. Strategy's Expected Result/Impact: -Learners will demonstrate mastery of grade level standards. - Educators will share and implement best practices based on team collaboration. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3, 4 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Educators will support ESL students by monitoring Texas English Language Proficiency Assessment System (TELPAS) that support reading, writing, listening and speaking. Strategy's Expected Result/Impact: -Learners will demonstrate mastery of grade level standards. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Continue small group math instruction using embedded intervention strategies in the curriculum. Strategy's Expected Result/Impact: High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Provide professional development on Sheltered Instruction. Strategy's Expected Result/Impact: High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Continue building on mentor training and structures of support for new educators, administrators, and staff to CISD. Strategy's Expected Result/Impact: High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
Strategy 11: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth. Strategy's Expected Result/Impact: High quality Tier I instruction for learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. Root Cause: There is a high percent of EB learners with a high mobility rate . Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. Root Cause: There is a high percent of EB Learners on our campus. Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. Root Cause: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process. Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. Root Cause: Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps. Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.





Evaluation Data Sources: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Data analysis protocols will be identified and utilized to enhance student learning outcomes Strategy's Expected Result/Impact: -Use of data analysis protocol -Support for the implementation of data analysis protocols from the Instructional Coach. -Professional Learning Community data -Increased student achievement Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Educators Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: K-5 educators will utilize MAP and MClass results three times a year for K-5 to monitor student growth, STAAR results, CFAs as well as classroom observations in order to collaboratively provide timely intervention and enrichment. Strategy's Expected Result/Impact: -K-5 educators will complete assessments and track data to determine learners that need additional support and those who need enrichment. -Common Intervention time will be implemented across grade levels -Learners' instruction is differentiated as needed Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Resources educators have access to include: -mClass - Dreambox -DRA - RAZ - Reflex Math -Gizmos - Brain Pop Jr. - Brain Pop - Tumble Books - PebbleGo -Flocabulary Strategy's Expected Result/Impact: Learners' instruction is differentiated as needed through the use of technology. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a school wide Wildly Important Goal (WIG) that will monitor growth in the area of math using Dreambox . Strategy's Expected Result/Impact: Learners' growth will be monitored and measured monthly to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The team Wildly Important Goal (WIG) will be established to help monitor individual class math goals through monthly assessments. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured monthly to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through Professional Learning Communities (PLC's) structures and processes. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: We will utilize Comp Ed Funds (\$ 2321) to support our At Risk learners as defined in TEC 29.081 (d) proving resources and tutoring to close achievement gaps. Strategy's Expected Result/Impact: Increase student academic growth as measured by index 2 Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 1, 2, 4 Funding Sources: Tutoring - 199 - State Comp Ed - 199-11-6118-00-110-24-000- - \$3,150	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: We will utilize ESL funding (\$7,500) to help support the needs of our EB learners through small group support and resources to close the gap. Strategy's Expected Result/Impact: Increase STAAR and Telpas scores for EB learners. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Classroom teachers will group students based on data for small group reading and math instruction to close academic gaps. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 1, 2, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: We will review and monitor MRA targets for school wide success and LIM. Strategy's Expected Result/Impact: We will see an increase in student success on the EOY MRA survey. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: We will utilize Homeless Federal Grant Allocation (\$1356.17) to support our identified learners. Strategy's Expected Result/Impact: Support our students who fall into this category with exta supplies. Staff Responsible for Monitoring: Campus Administrators, Counselor Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources. Strategy's Expected Result/Impact: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14 Details	Reviews			
Strategy 14: Strengthen and focus on support systems for behavior (PBIS)- Positive Behavior Intervention and Support) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured monthly to ensure success for all students. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
Strategy 15: Specific areas of learning loss will be addressed through the use of ESSER funds to target academic and social emotional needs of learners through targeted learning academies with learning walk, curriculum writing and staffing needs. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured monthly to ensure success for all students. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Title I: 2.4, 2.6 Problem Statements: Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16 Details	Reviews			
Strategy 16: Specific areas of learning loss will be addressed through the use of State Compensatory Education funds to target academic, social emotional and behavior supports as a district, specific focus on at-risk learners. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured monthly to ensure success for all students. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to increase Dreambox growth month to month to close academic gaps. **Root Cause:** There is a high percent of EB Learners who need direct math instruction.

Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. **Root Cause:** There is a high percent of EB learners with a high mobility rate .

Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. **Root Cause:** There is a high percent of EB Learners on our campus.

Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. **Root Cause:** There is a high percentage of EB learners and campus mobility rate (17.6%).

School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause:** Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. **Root Cause:** Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause:** There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Perceptions

Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. **Root Cause:** Families are often unfamiliar with the expectations and practices of the US school system.





Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Implement year 6 (Aligning Academics) of Leader in Me campus wide and complete the Lighthouse Rubric to receive Lighthouse Distinction. Strategy's Expected Result/Impact: -Increased leadership opportunities for learners at all grade levels on campus -Increase opportunities to build leadership with learners, educators and parents -Learners and educators will have daily activities focused around the 7 Habits of Highly Effective People which will enhance the culture of our school community Staff Responsible for Monitoring: Campus Administration, PTO, Educators, Counselor, Community Members Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to collaborate with the VRE community, staff, and the district to maintain the VRE garden as a place to learn and reflect. Strategy's Expected Result/Impact: Build an outdoor learning environment to support academics as well as staff and students SEL needs. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 1416, (formerly known as HB4545) that focus on learners who have not met standard on state assessment and are in need of additional learning support. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide resources and specific training emphasizing how we can best help support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs. Strategy's Expected Result/Impact: Learners' growth will be monitored and measured to ensure academic success. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 4 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to promote science vocabulary and hand-on experiences (K-5) to enhance student performance. Strategy's Expected Result/Impact: Science vocabulary instruction will impact students throughout the school year. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Analyze math TEKS - focusing on the high priority standards during weekly planning and prime time. Strategy's Expected Result/Impact: Focused math instruction will impact students throughout the school year. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Review math STAAR results with staff by math skill areas. Strategy's Expected Result/Impact: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Post learning objectives for all subjects in the classroom. Strategy's Expected Result/Impact: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. Root Cause: There is a high percent of EB learners with a high mobility rate .
Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. Root Cause: There is a high percent of EB Learners on our campus.
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. Root Cause: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. Root Cause: Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Perceptions





Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. **Root Cause:** Families are often unfamiliar with the expectations and practices of the US school system.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All K through 5th grade learners will participate in at least two activities focused on career, college and life readiness.

Evaluation Data Sources: Leader In Me, Community Leaders Parade, & Social Studies Lessons

Strategy 1 Details	Reviews			
Strategy 1: Host a Future Leaders Day Expo for 4th and 5th grade learners to learn more about different careers available beyond high school. Strategy's Expected Result/Impact: -Increased awareness about different career opportunities Staff Responsible for Monitoring: Counselor, Educators, Campus Administration Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue Leader In Me program by providing various trainings, Light House committee involvement, Action Teams and classroom implementation. Strategy's Expected Result/Impact: -Increased leadership among learners and educators through a better understanding of Leader In Me and the 7 Habits of Highly Effective People Staff Responsible for Monitoring: Campus Administration, Educators, Light House Committee, parents Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Work towards becoming a Student Lighthouse School by February of 2024. Strategy's Expected Result/Impact: -Increased leadership among learners and educators through a better understanding of Leader In Me and the 7 Habits of Highly Effective People Staff Responsible for Monitoring: Campus Administration, Educators, Light House Committee, parents Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary. Strategy's Expected Result/Impact: Increased awareness about different real life opportunities. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Title I: 2.5 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement STEAM (Science, Technology, Engineering, Art, and Mathematics) into our elementary specials class. Strategy's Expected Result/Impact: Increased awareness about different real life opportunities. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. Root Cause: Families are often unfamiliar with the expectations and practices of the US school system.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning. (i.e. service learning and interests/passions. (ie service learning, digital portfolios, goal setting tools, presentations, etc.)

Evaluation Data Sources: Bulb, class zoom, breakout rooms, & student lead conferences via zoom

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb Platform) to provide opportunities for highlighting the process and products of learning. Strategy's Expected Result/Impact: -Increase Innovation -Focus on growth mindset -Digital Portfolio training on as needed basis -Science Showcase -Leadership Notebooks Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. Strategy's Expected Result/Impact: - innovative ways for learners to demonstrate mastery whether face to face or remote learning. -Increase engagement on Panorama Survey, Schoology and Bulb. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).

School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: VRE will continue to review current and create new curriculum documents, training, and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Sources: Panorama Survey Data
Threat Assessment Data
MRA

Strategy 1 Details	Reviews			
Strategy 1: Aligned implementation of social emotional curriculum including class meetings/Star Huddle. Strategy's Expected Result/Impact: Increase in positive Panorama Survey data Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue providing training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying. Strategy's Expected Result/Impact: Increase in learner created digital products Improve Educator proficiency in technology integration Positive learner and educator feedback Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Update and integrate curriculum supports for implementation of new health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decisions making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: Utilizing the new Health TEKS to support the whole child and our community. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Align implementation of social emotional support structures: class meetings and restorative practices. Strategy's Expected Result/Impact: Provide social emotional support to all students as needed. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Strategy's Expected Result/Impact: Provide social emotional support to all students as needed. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support) Strategy's Expected Result/Impact: Provide social emotional support to all students as needed. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide	Formative			Summative
	Nov	Feb	Apr	June

prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)

Strategy's Expected Result/Impact: Provide social emotional support to all students as needed.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's, and Instructional Aides

Problem Statements: School Processes & Programs 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause:** Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. **Root Cause:** Due to staff changes, there is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause:** There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: CISD will continue to provide clarity and understanding of the importance of equity, equality, and inclusion for all. (CISD Visioning Work)

Evaluation Data Sources: Leader in Me Survey Data, Learning Walks, Classroom Observations, Learner Performance

Strategy 1 Details	Reviews			
Strategy 1: Continue offering training (district and state required training) that support mental health and well being. Strategy's Expected Result/Impact: -Provide educators with tools to help monitor their social and emotional needs. Staff Responsible for Monitoring: Campus Administration, Leadership Team, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Training implemented by staff on trauma- informed care and counseling options for learners affected by trauma or grief. Strategy's Expected Result/Impact: Increase learner engagement Positive Panorama student data Increase in social/emotional well-being Positive student behavior Staff Responsible for Monitoring: Campus Administration, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement Leader in Me practices for staff by identifying accountability partner and using Daily Boosters of the Seven Habits. Strategy's Expected Result/Impact: Improve staff social and emotional well-being. Staff Responsible for Monitoring: Campus Administration, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Review and analyze discipline data in order to look at equitable practices and interventions/supports. Strategy's Expected Result/Impact: Increase in social/emotional well-being Positive student behavior Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities. Strategy's Expected Result/Impact: To provide a safe place for learning for all students. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue meeting with new staff- New Stars. Strategy's Expected Result/Impact: Provide time for new staff to meet for additional support. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Continue providing training to align practices and review and analyze discipline, behavior and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: To provide interventions and supports to help all learners. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: Continue implementation of Crucial Conversations training with staff across the district and implement Poverty Simulation Training (Region 10) in order to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders. Strategy's Expected Result/Impact: To provide interventions and supports to help all staff and learners. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, DLC's Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: There is a need to increase Dreambox growth month to month to close academic gaps. Root Cause: There is a high percent of EB Learners who need direct math instruction.
Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. Root Cause: There is a high percent of EB learners with a high mobility rate .
Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. Root Cause: There is a high percent of EB Learners on our campus.
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. Root Cause: Families are often unfamiliar with the expectations and practices of the US school system.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 3: VRE will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Sources: Campus Standard Response Protocol procedures and documentation of drills, safety team meeting (including MAT team), implement Navigate for all drills.

Strategy 1 Details	Reviews			
Strategy 1: Provide awareness of Standard Response Protocol through compliance training. Strategy's Expected Result/Impact: -Awareness of Standard Response Protocol -Campus Standard Response Protocol procedures and documentation of drills - Intentional planning for individuals with disabilities if needed Staff Responsible for Monitoring: Campus Administration, Educators, SRO Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need to continue refining our district and campus safety protocols. Root Cause: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 4: CISD will provide structures an/or strategies to support social emotional needs. (CISD Visioning Works)

Evaluation Data Sources: Leader in Me Survey Data, Learning Walks, Classroom Observations, Learner Performance

Strategy 1 Details	Reviews			
Strategy 1: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs. Strategy's Expected Result/Impact: Improve learner and staff social and emotional well-being. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to focus on social emotional learning/well-being for staff. Strategy's Expected Result/Impact: Improve learner and staff social and emotional well-being. Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: VRE will provide aligned professional learning opportunities and gather feedback from participants on their growth and impact of the training.

Evaluation Data Sources: PrimeTime schedule, Design Days, faculty meetings, professional learning, PLC resource kit and books, and website.

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Supports (MTSS) structures throughout the district including within professional learning opportunities. Strategy's Expected Result/Impact: - Implementation of Professional Learning Communities throughout the campus - Increase use of data to support evidence-based decisions Staff Responsible for Monitoring: Campus Administration, Educators Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement online Professional Development resources to support the various needs of educators. Strategy's Expected Result/Impact: - Implementation of Professional Learning Communities throughout the campus - Increase use of data to support evidence-based decisions Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Calibrate, align, and provide support for our district departments and campuses concerning needs for professional learning. Strategy's Expected Result/Impact: Provide ongoing professional learning based on campus needs. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district. Strategy's Expected Result/Impact: Provide ongoing professional learning based on campus needs to ensure a successful succession plan. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: There is a need to increase Dreambox growth month to month to close academic gaps. Root Cause: There is a high percent of EB Learners who need direct math instruction.
Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. Root Cause: There is a high percent of EB learners with a high mobility rate .
Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. Root Cause: There is a high percent of EB Learners on our campus.
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: VRE will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: MAP, iStation, STAAR, CFA's, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Streamline Response to Intervention process (including data analysis, standardized intervention tools, and progress monitoring) and make connections to the Professional Learning Community process. Strategy's Expected Result/Impact: - Increase effectiveness of tiered interventions - Increase usage of data to make evidence-based decisions - Increase use of aligned resources to monitor learner progress -Increase the use of Common Formative Assessments -Increase the effectiveness of common intervention time Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources (LLI kits, Raz Kids, TCRWP running records, MClass) to support dedicated enrichment and intervention time Strategy's Expected Result/Impact: - Usage of intervention and enrichment time - Increase learner achievement and growth Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Digital Learning Coaches, GTI, Counselor, Language Acquisition Specialist Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue researching, developing and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: Increase learner achievement and growth. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue exploring, developing and implementing an aligned system for the CISD Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: Develop a Teacher Incentive Allotment plan that will contribute to the overall success of the school. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need for more students to move from meets to masters on the Math STAAR test. Root Cause: There is a high percent of EB learners with a high mobility rate . Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning. Root Cause: There is a high percent of EB Learners on our campus. Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. Root Cause: There is a need to address how COVID-19 is affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. Root Cause: Families are often unfamiliar with the expectations and practices of the US school system.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: VRE will continue to be strategic, systemic and reflective in focusing on the overall future needs of the district.

Evaluation Data Sources: Budget Reports
District Feedback

Strategy 1 Details	Reviews			
Strategy 1: Create a CISD Strategic Design Committee whose charge will be to analyze and evaluate previous visioning focus areas, CISD programs and stakeholder feedback to then establish action plans/strategies to continue moving the work forward. Strategy's Expected Result/Impact: The committee will contribute to the overall success of the school. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Explore and evaluate ways to support long-range budgeting needs for the district. Strategy's Expected Result/Impact: Exploring these budget needs will contribute to the overall success of the district. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures. Root Cause: There is a high percentage of EB learners and campus mobility rate (17.6%).

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: Expand use of digital tools to support systems within the district.

Evaluation Data Sources: Campus Communications, Parent Survey Data, Community Partnerships

Strategy 1 Details	Reviews			
Strategy 1: Utilize Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters. Strategy's Expected Result/Impact: Lower the risk of losing documents vital to the district. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement systems to help support staff and/or learner data privacy. Strategy's Expected Result/Impact: Increase data privacy for all students. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: There is a need to continue refining our district and campus safety protocols. Root Cause: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 5: VRE will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: Weekly security checks and complete all safety drills.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations. Strategy's Expected Result/Impact: Drills completed and logged in Raptor Alert. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once a week during instructional days. Strategy's Expected Result/Impact: Secure campus and logged door sweeps. All staff will monitor doors daily to ensure closed and latched as they move in and out of the building. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the district, the CISD Strategic Design Committee and working through upcoming CISD bond projects. Strategy's Expected Result/Impact: Bond communication with the community will increase awareness and success of all projects. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: VRE Security Office will be on campus full-time assisting with safety issues and monitor the grounds to ensure safety through out the school day. Strategy's Expected Result/Impact: Provide a safe learning environment for staff and students. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our new PTO Board. Root Cause: Families are often unfamiliar with the expectations and practices of the US school system.
Problem Statement 2: There is a need to continue refining our district and campus safety protocols. Root Cause: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Tutoring	199-11-6118-00-110-24-000-	\$3,150.00
Sub-Total					\$3,150.00