

Coppell Independent School District



Valley Ranch Elementary

2026-2027 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.

Value Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	24
Perceptions	27
Priority Problem Statements	29
Data Documentation for CNA	33
Improvement Planning Data	34
Accountability Data	34
Student Data: Assessments	34
Student Data: Student Groups	34
Student Data: Behavior and Other Indicators	34
Employee Data	34
Parent/Community Data	35
Support Systems and Other Data	35
Goals	36
Goal 1 : Accountability for Learning: We as CISD will achieve our full potential by le...	37
Goal 2 : Organization that Cultivates Excellence: We as CISD will maintain high sta...	54
Goal 3 : Safety, Wellness, and Belonging: We as CISD will create physically secure ...	65
State Compensatory Education	74
Budget for Valley Ranch Elementary	75
Funding Summary	76
199 - State Comp Ed	77
Policies, Procedures, and Requirements	78



Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 623 which represents an increase of 13.8% from the prior year (+76 total learners).

In 2025-26, the student population was 86.7% Asian, 2.7% White, 4.7% Hispanic, 3% African American, 0.6% American Indian/Alaskan Native and 2.2% multi-racial. Females made up 49.1% of the learners and males represented 50.9%. Our economically disadvantaged percentage was 7.9%.

Our Emergent Bilingual (EB) population consisted of 272 learners that made up 43.7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (35.7%), Hindi (18.4%), Tamil (17.6%), Marathi (5.1%), and Urdu (4.8%). Additionally, 4.8% of our EBs were also economically disadvantaged.

Our 50 gifted and talented learners constituted 8% of our population. Our gender split in the GT group was 40% female and 60% male. Of the four major ethnic groups, our GT learners were 90% Asian, 2% White, 6% Hispanic and 0% African American.

We had 75 learners that qualified for special education services, which represented 12% of our population. There were 3 learners with 504 accommodations, which was 0.5% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.5%, which remained the same% from the prior year.

STAFFING

Valley Ranch employed 42 educators and 14 instructional aides in the 2025-26 school year. The number of teachers increased by 5 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 7.1% Asian, 64.3% White, 19% Hispanic, 4.8% African American and 4.8% multi-racial. Females made up 100% of the educators.

Overall, our educators had a varied level of professional experience: 4.8% (2) were new to teaching with 0-1 years of experience, 31% (13) had 2-5 years, 28.6% (12) had 6-10 years, 14.3% (6) had 11-15 years, 7.1% (3) had 16-20 years, and 14.3% (6) had more than 20 years. Looking at longevity within the district, 21.4% of our teachers had 0-1 years in district, 38.1% had 2-5 years, 19% had 6-10 years, 9.5% had 11-15 years, 4.8% had 16-20 years and 7.1% had more than 20 years. The average years of professional experience was 10 with 6.5 years in the district.

Advanced degrees were held by 14.2% of our teachers: 6 with master's degrees. Our campus principal had 45 years of career experience in a professional position (not necessarily as a principal) and 25 years in Coppell. Our assistant principal had 15 years of professional experience and 6 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 81.1%. For educational aides it was 76.9%. We hired 12 new teachers in 2025-26. The characteristics of our new teachers were as follows: 75% White, 8.3% Hispanic, 8.3% African American, 8.3% multi-racial, 100% female, 16.7% new to teaching, 25% with 2-5 years of professional experience, 16.7% with 6-10 years, 25% with 11-15 years, 8.3% with 16-20 years, 8.3% with more than 20 years and 28.6% new to the campus. The average years of professional experience was 8.5 with 3.7 years in the district. 41.7% of our new teachers had advanced degrees.

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

 = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Valley Ranch Elementary						
Total Students	50	65	46	44	38	30
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	38.46%	76.47%	42.86%	30%	23.08%
1 Level Higher	-	50%	20.59%	45.71%	60%	69.23%
2 Levels Higher	-	11.54%	0%	11.43%	10%	7.69%
3 Levels Higher	-	0%	2.94%	0%	0%	0%
TELPAS Composite Score	2.54	3.05	2.57	3.05	3.36	3.3
No Rating	0%	0%	0%	0%	0%	0%
Beginning	6%	3.08%	8.70%	0%	0%	0%
Intermediate	38%	32.31%	39.13%	18.18%	2.63%	6.67%
Advanced	42%	20%	43.48%	52.27%	47.37%	36.67%
Advanced High	14%	44.62%	8.70%	29.55%	50%	56.67%
Listening Raw Score	0	0	19.72	21.95	20.05	21.17
Listening Scale Score	0	0	1606.02	1647.25	1569.45	1592.67
Speaking Raw Score	0	0	22.8	26.7	30.26	28.73
Speaking Scale Score	0	0	1485.3	1552.18	1626.71	1600.2
Writing Raw Score	0	0	12.63	18.89	30.84	30.9
Writing Scale Score	0	0	1494.98	1517.34	1562.71	1562.43
Reading Raw Score	0	0	16.24	22.16	25.13	26.43
Reading Scale Score	0	0	1509.17	1581.23	1609.11	1643.43
Economic Disadvantage						

Total Students	1	8	2	-	2	-
Date Taken	03/01/26	03/01/26	03/01/26	-	03/01/26	-
Lower/Same Level	-	37.50%	100%	-	0%	-
1 Level Higher	-	50%	0%	-	100%	-
2 Levels Higher	-	12.50%	0%	-	0%	-
3 Levels Higher	-	0%	0%	-	0%	-
TELPAS Composite Score	2.8	3.11	2.4	-	3.4	-
No Rating	0%	0%	0%	-	0%	-
Beginning	0%	0%	0%	-	0%	-
Intermediate	100%	37.50%	50%	-	0%	-
Advanced	0%	0%	50%	-	50%	-
Advanced High	0%	62.50%	0%	-	50%	-
Listening Raw Score	0	0	20.5	-	18	-
Listening Scale Score	0	0	1642.5	-	1534.5	-
Speaking Raw Score	0	0	21.5	-	31.5	-
Speaking Scale Score	0	0	1460	-	1649.5	-
Writing Raw Score	0	0	9.5	-	35	-
Writing Scale Score	0	0	1444	-	1597.5	-
Reading Raw Score	0	0	16.5	-	24	-
Reading Scale Score	0	0	1509.5	-	1590	-
American Indian/Alaskan Native						
Total Students	1	1	-	-	1	-
Date Taken	03/01/26	03/01/26	-	-	03/01/26	-
Lower/Same Level	-	0%	-	-	-	-
1 Level Higher	-	100%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
TELPAS Composite Score	2	4	-	-	4	-
No Rating	0%	0%	-	-	0%	-
Beginning	0%	0%	-	-	0%	-
Intermediate	100%	0%	-	-	0%	-
Advanced	0%	0%	-	-	0%	-
Advanced High	0%	100%	-	-	100%	-
Listening Raw Score	0	0	-	-	24	-
Listening Scale Score	0	0	-	-	1631	-
Speaking Raw Score	0	0	-	-	29	-

Speaking Scale Score	0	0	-	-	1606	-
Writing Raw Score	0	0	-	-	41	-
Writing Scale Score	0	0	-	-	1670	-
Reading Raw Score	0	0	-	-	30	-
Reading Scale Score	0	0	-	-	1678	-
Asian						
Total Students	46	56	45	44	35	29
Date Taken	03/05/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	34.09%	76.47%	42.86%	28.57%	20%
1 Level Higher	-	54.55%	20.59%	45.71%	60.71%	72%
2 Levels Higher	-	11.36%	0%	11.43%	10.71%	8%
3 Levels Higher	-	0%	2.94%	0%	0%	0%
TELPAS Composite Score	2.57	3.09	2.56	3.05	3.35	3.32
No Rating	0%	0%	0%	0%	0%	0%
Beginning	4.35%	1.79%	8.89%	0%	0%	0%
Intermediate	34.78%	32.14%	40%	18.18%	2.86%	6.90%
Advanced	45.65%	19.64%	42.22%	52.27%	45.71%	34.48%
Advanced High	15.22%	46.43%	8.89%	29.55%	51.43%	58.62%
Listening Raw Score	0	0	19.58	21.95	20.14	21.17
Listening Scale Score	0	0	1602.64	1647.25	1570.71	1593.31
Speaking Raw Score	0	0	22.82	26.7	30.29	28.52
Speaking Scale Score	0	0	1485.71	1552.18	1627	1596.14
Writing Raw Score	0	0	12.64	18.89	30.37	31.17
Writing Scale Score	0	0	1495.07	1517.34	1558.11	1564.72
Reading Raw Score	0	0	16.16	22.16	24.94	26.76
Reading Scale Score	0	0	1508.42	1581.23	1606.43	1648.07
Black/African American						
Total Students	-	-	1	-	-	-
Date Taken	-	-	03/01/26	-	-	-
Lower/Same Level	-	-	-	-	-	-
1 Level Higher	-	-	-	-	-	-
2 Levels Higher	-	-	-	-	-	-
3 Levels Higher	-	-	-	-	-	-
TELPAS Composite Score	-	-	2.8	-	-	-
No Rating	-	-	0%	-	-	-

Beginning	-	-	0%	-	-	-
Intermediate	-	-	0%	-	-	-
Advanced	-	-	100%	-	-	-
Advanced High	-	-	0%	-	-	-
Listening Raw Score	-	-	26	-	-	-
Listening Scale Score	-	-	1758	-	-	-
Speaking Raw Score	-	-	22	-	-	-
Speaking Scale Score	-	-	1467	-	-	-
Writing Raw Score	-	-	12	-	-	-
Writing Scale Score	-	-	1491	-	-	-
Reading Raw Score	-	-	20	-	-	-
Reading Scale Score	-	-	1543	-	-	-
Hispanic						
Total Students	2	5	-	-	1	1
Date Taken	03/01/26	03/01/26	-	-	03/01/26	03/01/26
Lower/Same Level	-	80%	-	-	0%	100%
1 Level Higher	-	20%	-	-	100%	0%
2 Levels Higher	-	0%	-	-	0%	0%
3 Levels Higher	-	0%	-	-	0%	0%
TELPAS Composite Score	2.8	2.92	-	-	3	2.8
No Rating	0%	0%	-	-	0%	0%
Beginning	0%	0%	-	-	0%	0%
Intermediate	100%	40%	-	-	0%	0%
Advanced	0%	40%	-	-	100%	100%
Advanced High	0%	20%	-	-	0%	0%
Listening Raw Score	0	0	-	-	17	21
Listening Scale Score	0	0	-	-	1522	1574
Speaking Raw Score	0	0	-	-	29	35
Speaking Scale Score	0	0	-	-	1606	1718
Writing Raw Score	0	0	-	-	33	23
Writing Scale Score	0	0	-	-	1581	1496
Reading Raw Score	0	0	-	-	22	17
Reading Scale Score	0	0	-	-	1565	1509
Two or More Races						
Total Students	-	2	-	-	1	-

Date Taken	-	03/01/26	-	-	03/01/26	-
Lower/Same Level	-	50%	-	-	100%	-
1 Level Higher	-	0%	-	-	0%	-
2 Levels Higher	-	50%	-	-	0%	-
3 Levels Higher	-	0%	-	-	0%	-
TELPAS Composite Score	-	2.9	-	-	3.3	-
No Rating	-	0%	-	-	0%	-
Beginning	-	0%	-	-	0%	-
Intermediate	-	50%	-	-	0%	-
Advanced	-	0%	-	-	100%	-
Advanced High	-	50%	-	-	0%	-
Listening Raw Score	-	0	-	-	16	-
Listening Scale Score	-	0	-	-	1511	-
Speaking Raw Score	-	0	-	-	32	-
Speaking Scale Score	-	0	-	-	1658	-
Writing Raw Score	-	0	-	-	35	-
Writing Scale Score	-	0	-	-	1598	-
Reading Raw Score	-	0	-	-	30	-
Reading Scale Score	-	0	-	-	1678	-
White						
Total Students	1	1	-	-	-	-
Date Taken	03/01/26	03/01/26	-	-	-	-
Lower/Same Level	-	-	-	-	-	-
1 Level Higher	-	-	-	-	-	-
2 Levels Higher	-	-	-	-	-	-
3 Levels Higher	-	-	-	-	-	-
TELPAS Composite Score	1.3	1	-	-	-	-
No Rating	0%	0%	-	-	-	-
Beginning	100%	100%	-	-	-	-
Intermediate	0%	0%	-	-	-	-
Advanced	0%	0%	-	-	-	-
Advanced High	0%	0%	-	-	-	-
Listening Raw Score	0	0	-	-	-	-
Listening Scale Score	0	0	-	-	-	-
Speaking Raw Score	0	0	-	-	-	-
Speaking Scale Score	0	0	-	-	-	-

Writing Raw Score	0	0	-	-	-	-
Writing Scale Score	0	0	-	-	-	-
Reading Raw Score	0	0	-	-	-	-
Reading Scale Score	0	0	-	-	-	-
Currently Emergent Bilingual						
Total Students	50	65	46	42	38	30
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	38.46%	76.47%	39.39%	30%	23.08%
1 Level Higher	-	50%	20.59%	48.48%	60%	69.23%
2 Levels Higher	-	11.54%	0%	12.12%	10%	7.69%
3 Levels Higher	-	0%	2.94%	0%	0%	0%
TELPAS Composite Score	2.54	3.05	2.57	3.07	3.36	3.3
No Rating	0%	0%	0%	0%	0%	0%
Beginning	6%	3.08%	8.70%	0%	0%	0%
Intermediate	38%	32.31%	39.13%	16.67%	2.63%	6.67%
Advanced	42%	20%	43.48%	52.38%	47.37%	36.67%
Advanced High	14%	44.62%	8.70%	30.95%	50%	56.67%
Listening Raw Score	0	0	19.72	21.95	20.05	21.17
Listening Scale Score	0	0	1606.02	1647.86	1569.45	1592.67
Speaking Raw Score	0	0	22.8	26.57	30.26	28.73
Speaking Scale Score	0	0	1485.3	1549.38	1626.71	1600.2
Writing Raw Score	0	0	12.63	18.93	30.84	30.9
Writing Scale Score	0	0	1494.98	1517.88	1562.71	1562.43
Reading Raw Score	0	0	16.24	22.21	25.13	26.43
Reading Scale Score	0	0	1509.17	1582.48	1609.11	1643.43
Special Ed Indicator						
Total Students	2	6	8	6	3	1
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	80%	87.50%	60%	50%	100%
1 Level Higher	-	0%	12.50%	20%	50%	0%
2 Levels Higher	-	20%	0%	20%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.8	2.18	1.93	2.4	2.87	3
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	16.67%	37.50%	0%	0%	0%
Intermediate	50%	50%	50%	50%	33.33%	0%

Advanced	0%	16.67%	12.50%	50%	66.67%	100%
Advanced High	50%	16.67%	0%	0%	0%	0%
Listening Raw Score	0	0	14.75	19.33	17	26
Listening Scale Score	0	0	1526.38	1595.83	1528.67	1710
Speaking Raw Score	0	0	18.5	23.33	29.33	22
Speaking Scale Score	0	0	1417.75	1492.83	1609	1484
Writing Raw Score	0	0	10.13	13.5	27.33	23
Writing Scale Score	0	0	1456.75	1424.5	1534.67	1496
Reading Raw Score	0	0	9.88	14.67	22.33	33
Reading Scale Score	0	0	1440.5	1477.33	1569	1750

	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3	May 2026 STAAR Reading Language Arts, Grade 4	May 2026 STAAR Reading Language Arts, Grade 5	May 2026 STAAR Science, Grade 5
Valley Ranch Elementary							
Total Students	86	99	93	86	99	94	94
Raw Score	28	30	32	36	34	42	20
Scale Score	1647	1710	1786	1621	1658	1825	0
Percent Score	74.98%	74.80%	75.24%	68.27%	65.60%	80.16%	66.49%
Approaches Grade Level (TX)	93.02%	93.94%	90.32%	91.86%	93.94%	95.74%	0%
Meets Grade Level (TX)	79.07%	78.79%	81.72%	75.58%	78.79%	87.23%	0%
Masters Grade Level (TX)	59.30%	55.56%	53.76%	53.49%	45.45%	73.40%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	2.33%	2.02%	2.15%	3.49%	1.01%	3.19%	-
Did Not Meet High	4.65%	4.04%	7.53%	4.65%	5.05%	1.06%	-
Approaches Low	6.98%	6.06%	2.15%	9.30%	6.06%	5.32%	-
Approaches High	6.98%	9.09%	6.45%	6.98%	9.09%	3.19%	-
Meets	19.77%	23.23%	27.96%	22.09%	33.33%	13.83%	-

Masters	59.30%	55.56%	53.76%	53.49%	45.45%	73.40%	-
Economic Disadvantage							
Total Students	5	5	5	5	5	5	5
Raw Score	19	18	25	30	24	34	15
Scale Score	1425	1469	1649	1510	1504	1652	0
Percent Score	51.35%	44%	59.05%	56.92%	46.15%	65%	49.33%
Approaches Grade Level (TX)	80%	40%	80%	60%	40%	80%	0%
Meets Grade Level (TX)	20%	20%	60%	60%	40%	80%	0%
Masters Grade Level (TX)	20%	20%	20%	40%	40%	40%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	20%	20%	20%	20%	0%	-
Did Not Meet High	20%	40%	0%	20%	40%	20%	-
Approaches Low	40%	20%	20%	0%	0%	0%	-
Approaches High	20%	0%	0%	0%	0%	0%	-
Meets	0%	0%	40%	20%	0%	40%	-
Masters	20%	20%	20%	40%	40%	40%	-
American Indian/Alaskan Native							
Total Students	2	-	-	2	-	-	-
Raw Score	32	-	-	40	-	-	-
Scale Score	1730	-	-	1654	-	-	-
Percent Score	85.14%	-	-	76.92%	-	-	-
Approaches Grade Level (TX)	100%	-	-	100%	-	-	-
Meets Grade Level (TX)	100%	-	-	100%	-	-	-
Masters Grade Level (TX)	100%	-	-	50%	-	-	-
Date Taken	05/01/26	-	-	05/01/26	-	-	-
Excluded	0%	-	-	0%	-	-	-
Did Not Meet Low	0%	-	-	0%	-	-	-
Did Not Meet High	0%	-	-	0%	-	-	-
Approaches Low	0%	-	-	0%	-	-	-

Approaches High	0%	-	-	0%	-	-	-
Meets	0%	-	-	50%	-	-	-
Masters	100%	-	-	50%	-	-	-
Asian							
Total Students	77	89	84	77	89	85	85
Raw Score	28	30	33	36	34	43	20
Scale Score	1656	1711	1804	1630	1657	1843	0
Percent Score	76.03%	75.03%	77.47%	69.01%	65.45%	81.97%	68%
Approaches Grade Level (TX)	93.51%	95.51%	94.05%	93.51%	95.51%	96.47%	0%
Meets Grade Level (TX)	83.12%	78.65%	85.71%	76.62%	78.65%	90.59%	0%
Masters Grade Level (TX)	61.04%	56.18%	57.14%	54.55%	44.94%	77.65%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	2.60%	2.25%	1.19%	2.60%	1.12%	3.53%	-
Did Not Meet High	3.90%	2.25%	4.76%	3.90%	3.37%	0%	-
Approaches Low	5.19%	6.74%	2.38%	9.09%	6.74%	3.53%	-
Approaches High	5.19%	10.11%	5.95%	7.79%	10.11%	2.35%	-
Meets	22.08%	22.47%	28.57%	22.08%	33.71%	12.94%	-
Masters	61.04%	56.18%	57.14%	54.55%	44.94%	77.65%	-
Black/African American							
Total Students	2	2	1	2	2	1	1
Raw Score	18	26	11	26	32	18	6
Scale Score	1403	1675	1440	1444	1653	1443	0
Percent Score	47.30%	65%	26.19%	49.04%	60.58%	34.62%	20%
Approaches Grade Level (TX)	50%	50%	0%	50%	50%	0%	0%
Meets Grade Level (TX)	0%	50%	0%	50%	50%	0%	0%
Masters Grade Level (TX)	0%	50%	0%	0%	50%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	100%	0%	0%	0%	-
Did Not Meet High	50%	50%	0%	50%	50%	100%	-

Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	50%	0%	0%	0%	0%	0%	-
Meets	0%	0%	0%	50%	0%	0%	-
Masters	0%	50%	0%	0%	50%	0%	-
Hispanic							
Total Students	1	4	4	1	4	4	4
Raw Score	21	28	30	18	35	37	19
Scale Score	1465	1698	1717	1345	1669	1707	0
Percent Score	56.76%	70.63%	70.24%	34.62%	66.35%	70.19%	62.50%
Approaches Grade Level (TX)	100%	75%	100%	100%	75%	100%	0%
Meets Grade Level (TX)	0%	75%	75%	0%	75%	75%	0%
Masters Grade Level (TX)	0%	50%	50%	0%	50%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	25%	0%	0%	25%	0%	-
Approaches Low	0%	0%	0%	100%	0%	25%	-
Approaches High	100%	0%	25%	0%	0%	0%	-
Meets	0%	25%	25%	0%	25%	25%	-
Masters	0%	50%	50%	0%	50%	50%	-
Two or More Races							
Total Students	3	2	2	3	2	2	2
Raw Score	28	32	24	33	38	35	19
Scale Score	1673	1708	1627	1576	1688	1705	0
Percent Score	76.58%	78.75%	55.95%	64.10%	73.08%	66.35%	63.33%
Approaches Grade Level (TX)	100%	100%	50%	66.67%	100%	100%	0%
Meets Grade Level (TX)	66.67%	100%	50%	66.67%	100%	50%	0%
Masters Grade Level (TX)	66.67%	50%	0%	66.67%	50%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	33.33%	0%	0%	-

Did Not Meet High	0%	0%	50%	0%	0%	0%	-
Approaches Low	33.33%	0%	0%	0%	0%	50%	-
Approaches High	0%	0%	0%	0%	0%	0%	-
Meets	0%	50%	50%	0%	50%	0%	-
Masters	66.67%	50%	0%	66.67%	50%	50%	-
White							
Total Students	1	2	2	1	2	2	2
Raw Score	16	32	15	41	36	31	11
Scale Score	1360	1714	1502	1660	1664	1601	0
Percent Score	43.24%	78.75%	35.71%	78.85%	68.27%	59.62%	36.67%
Approaches Grade Level (TX)	100%	100%	0%	100%	100%	100%	0%
Meets Grade Level (TX)	0%	100%	0%	100%	100%	50%	0%
Masters Grade Level (TX)	0%	50%	0%	100%	50%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	100%	0%	0%	0%	-
Approaches Low	100%	0%	0%	0%	0%	0%	-
Approaches High	0%	0%	0%	0%	0%	50%	-
Meets	0%	50%	0%	0%	50%	50%	-
Masters	0%	50%	0%	100%	50%	0%	-
Currently Emergent Bilingual							
Total Students	43	36	30	43	36	30	30
Raw Score	25	26	27	30	27	34	17
Scale Score	1577	1605	1677	1529	1554	1664	0
Percent Score	68.64%	63.96%	63.10%	58.05%	51.39%	65.77%	56.56%
Approaches Grade Level (TX)	88.37%	88.89%	83.33%	88.37%	88.89%	90%	0%
Meets Grade Level (TX)	74.42%	58.33%	66.67%	60.47%	52.78%	70%	0%
Masters Grade Level (TX)	39.53%	27.78%	23.33%	30.23%	13.89%	43.33%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-

Did Not Meet Low	4.65%	2.78%	3.33%	4.65%	0%	10%	-
Did Not Meet High	6.98%	8.33%	13.33%	6.98%	11.11%	0%	-
Approaches Low	6.98%	13.89%	3.33%	16.28%	16.67%	13.33%	-
Approaches High	6.98%	16.67%	13.33%	11.63%	19.44%	6.67%	-
Meets	34.88%	30.56%	43.33%	30.23%	38.89%	26.67%	-
Masters	39.53%	27.78%	23.33%	30.23%	13.89%	43.33%	-

First Year of Monitoring

Total Students	4	5	9	4	5	9	9
Raw Score	35	35	35	46	39	47	23
Scale Score	1866	1830	1839	1780	1721	1935	0
Percent Score	93.92%	88.50%	83.86%	87.98%	75.38%	90.60%	75.19%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Masters Grade Level (TX)	100%	80%	66.67%	100%	80%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	0%	0%	0%	0%	0%	0%	-
Meets	0%	20%	33.33%	0%	20%	0%	-
Masters	100%	80%	66.67%	100%	80%	100%	-

Second Year of Monitoring

Total Students	8	12	5	8	12	5	5
Raw Score	31	33	36	43	39	49	22
Scale Score	1736	1750	1927	1766	1736	2010	0
Percent Score	83.11%	81.88%	84.76%	83.41%	75.32%	94.23%	72.67%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	87.50%	91.67%	80%	100%	100%	100%	0%
Masters Grade Level (TX)	87.50%	75%	80%	87.50%	58.33%	100%	0%

Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	12.50%	0%	0%	0%	0%	0%	-
Approaches High	0%	8.33%	20%	0%	0%	0%	-
Meets	0%	16.67%	0%	12.50%	41.67%	0%	-
Masters	87.50%	75%	80%	87.50%	58.33%	100%	-

Third Year of Monitoring

Total Students	-	-	4	-	-	4	4
Raw Score	-	-	37	-	-	47	23
Scale Score	-	-	1892	-	-	1883	0
Percent Score	-	-	86.90%	-	-	89.42%	76.67%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	75%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	25%	-	-	0%	-
Masters	-	-	75%	-	-	100%	-

Special Ed Indicator

Total Students	7	7	4	7	7	4	4
Raw Score	17	21	17	15	22	26	11
Scale Score	1389	1527	1528	1300	1486	1533	0
Percent Score	45.95%	52.50%	40.48%	28.85%	42.86%	49.04%	35.83%
Approaches Grade Level (TX)	57.14%	57.14%	25%	42.86%	57.14%	75%	0%
Meets Grade Level (TX)	42.86%	42.86%	25%	0%	28.57%	25%	0%
Masters							

Grade Level (TX)	0%	14.29%	0%	0%	14.29%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	28.57%	14.29%	25%	42.86%	14.29%	0%	-
Did Not Meet High	14.29%	28.57%	50%	14.29%	28.57%	25%	-
Approaches Low	14.29%	14.29%	0%	42.86%	14.29%	25%	-
Approaches High	0%	0%	0%	0%	14.29%	25%	-
Meets	42.86%	28.57%	25%	0%	14.29%	25%	-
Masters	0%	14.29%	0%	0%	14.29%	0%	-

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Tools such as Reflex Math, Dreambox
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Observations from Educators
- Progress Monitoring Tools
- 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

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 2024/2025 to the 2025/2026 school year through the utilization of System 44 curriculum in a small group setting.
- There has been a school-wide focus on math which resulted in an increase in usage of the Dreambox math curriculum from September to January.
- The STAAR indicator reflects overall growth in math 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 in meets after intentional school wide focus on vocabulary that supports the TEKS.

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

The curriculum, instruction, and assessment focus at Valley Ranch Elementary are guided by the TEKS and Coppel ISD expectations.

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 Coppel/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 all students have their own iPads grades K-5. These devices are used on a limited basis with clear intent. Educators make a point of using technology whenever appropriate to enhance and/or demonstrate student learning. We have a Learning Coach who assists our teachers with exposure to new technology and designing classroom lessons using technology.

Valley Ranch Elementary earned the distinction of becoming a Lighthouse School in the February 2024. November 2025 VRE earned the distinction of a Lighthouse School for two more years. This year Valley Ranch Elementary will extend our learning through the Leader In Me program by partnering with other schools to collaborate and promote personal growth. 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.

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 rotation while the specials team is actively involved during this time with the learners to give an extension of learning for art, PE, STEAM, 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	Root Cause
1★	Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.	Educators need to assess for prior knowledge at the beginning of a unit through a pre-assessment process.
2★	The Common Formative Assessment (CFA) creation process needs to become more refined.	Continue to work with new staff to increase their understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.
3★	There is a need to continue with improving relations to ensure positive relationships are established.	There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

★ = Priority

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 was 20.59 for the 2025-2026 school year, which is the highest among all elementary schools.

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.

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, 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	Root Cause
1 ★ Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.	Families are often unfamiliar with how to engage with the broader school community, the expectations, and practices of the US school system.
2 ★ There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year.	Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to provide a strong focus on high quality Tier 1 instruction and research-based classroom interventions.

We have several new staff members, and they will need support from our Learning Coaches.

2
★

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

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

3
★

There is a need to increase Dreambox growth month to month to close academic gaps.

There is a high percent of EB Learners who need direct math instruction.

4
★

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

Educators need to assess for prior knowledge at the beginning of a unit through a pre-assessment process.

5
★

There is a need for more students to move from meets to masters on the Science STAAR test.

There is a high percent of EB learners with a high mobility rate .

6
★

The Common Formative Assessment (CFA) creation process needs to become more refined.

Continue to work with new staff to increase their understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

7
★

Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.

Families are often unfamiliar with how to engage with the broader school community, the expectations, and practices of the US school system.

8
★

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

9
★

There is a need to focus on social-emotional learning with our learners and staff.

There is a need to focus on the whole child development, especially focusing on connection and social skills.

10
★

There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year.

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

11
★

There is a need for supporting our Emerging Bilingual Learners and families to support academic and social-emotional growth.

A large part of our students (about 50%) are Emerging Bilingual Learners.

12
★

There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.

After period of distance learning we need to closely evaluate data to close academic gaps.

13



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

There is a high percent of EB Learners on our campus.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ 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



Goals

Goal 1

Accountability for Learning: We as CISD will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence- based outcomes for all.

Performance Objective 1

All EC-5th grade learners will be provided high quality Tier I instruction and research-based intervention that is aligned to the TEKS.

Evaluation Data Source: HMH, Stemscores, Discovery Education, and Lesson Plans, Common Formative Assessment data, Classroom Observations,

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, Learning Coaches, Gifted Talent Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

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 during PLC time.

Strategy's Expected Result/Impact: Result/Impact

- High quality Tier I instruction for learners
- Checklist of look fors highlighting specific instructional strategies in all content areas
- Aligned strategies being implemented across the district that impact learner growth
- Growth in differentiated experiences and scaffolding opportunities within the classroom environments
- Professional learning provided by district and campuses
- Additions to curriculum documents for small group instruction/formative assessment
- Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners)
- Provide 10-15 minutes of PD at the beginning of PC time

Staff Responsible for Monitoring: Campus Administration, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Counselor

Problem Statements: Student Learning 4

Formative Reviews**November****February****April****June****Strategy 3**

Educators will utilize PrimeTime and Design Days to unpack standards, determine what proficiency looks like, develop common assessments and plan for intervention and extension/enrichment on a rotating 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, Learning Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews**November****February****April****June****Strategy 4**

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: -EB Learners will grow at least 1 level on TELPAS.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches , GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 3

Formative Reviews

November

February

April

June

Strategy 5

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 75% in June 2026 to 82% in June 2029.

Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension

- Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction.
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data.
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension.
- mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention.
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.
- Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills.
- High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors."
- Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Strategy 6

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 79% in June 2026 to 85% in June 2029.

Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills

- DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions

- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.

- Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning.

- Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.

- Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math

- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary

- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills.

- Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Strategy 7

Continue small group reading, writing, and math instruction using embedded intervention strategies in the curriculum to help focus on early intervention.

Strategy's Expected Result/Impact: High quality Tier I instruction for learners

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Strategy 8

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: Result/Impact

- Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning
- Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth
- Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff
- Growth in aligned instructional practices being implemented across the district

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: School Processes & Programs 1

Formative Reviews

November

February

April

June

Strategy 9

The percentage of 5th grade students earning Meets Grade Level and above on the STAAR Science test will increase from 79% in May 2026 to 85% in May 2027.

Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension for grades 2-5

- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data.
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension.
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.
- High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors."

Staff Responsible for Monitoring: Staff Responsible for Monitoring
District Science Director, Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 2

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need for more students to move from meets to masters on the Science STAAR test.	There is a high percent of EB learners with a high mobility rate .
3	There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.	There is a high percent of EB Learners on our campus.
4	There is a need for 3-5 grade learners to meet the STAAR progress measures.	There is a high percentage of EB learners and campus mobility rate (17.6%).

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

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

Strategy 1

Continued utilization and ongoing, job embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order for educators to share best practices and success stories.

Strategy's Expected Result/Impact: Result/Impact

- Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)
- Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district
- Increased student achievement (academic, social emotional and behavioral)
- Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners
- Creation of pre-post assessments, rubric creation

Staff Responsible for Monitoring: Campus Administration, Learning Coach, Educators

Problem Statements: Student Learning 2, 4

Formative Reviews

November

February

April

June

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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 1, 2, 4

Formative Reviews

November

February

April

June

Strategy 3

Implement a school wide and grade level LIM 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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 1

Formative Reviews

November

February

April

June

Strategy 4

Continue building on our established district-wide framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include regular, scheduled meetings where educators analyze both qualitative and quantitative data to identify student needs and develop targeted interventions or enrichments for academic, behavioral or social emotional needs.

Strategy's Expected Result/Impact: Result/Impact

- Aligned PLC (collaborative team time) structures across the district
- PLC resources for campuses captured in one common area that is accessible for all staff
- Campus leaders and district support staff pushing in for support and guiding campuses on their needs
- Intentional data digs with aligned district assessment platforms and state assessments and district survey tools
- Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring
- Targeted data protocols in use across all campuses for varying types of data
- Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds
- SMART goals within Campus Improvement Plans for PLC and MTSS for campuses
- Learners' growth will be monitored and measured to ensure academic success.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: School Processes & Programs 2

Formative Reviews

November

February

April

June

Strategy 5

We will utilize Comp Ed Funds (\$4,209) to support our At Risk learners and ESL funding (\$4,309) to support the needs of our EB learners providing resources and tutoring to close achievement gaps.

Strategy's Expected Result/Impact: Increase student academic growth as measured by index 2 by providing additional tutoring and materials.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 3 - School Processes & Programs 1

Funding Sources: Tutoring 199 - State Comp Ed, 199-11-6118-00-110-24-000-, \$4,209

Formative Reviews

November

February

April

June

Strategy 6

Continue to support understanding and implementing MTSS (Multi-Tiered Systems of Support) to group students based on data for small group reading and math instruction to close academic gaps

Strategy's Expected Result/Impact: Results/Impact

- Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)
- Alignment across the district of data tools being used throughout the year to find strengths and needs of learners
- Increased knowledge of educators with data analysis and differentiation of instruction
- Ease on educators for viewing various pieces of data in one location
- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)
- Training for early childhood educators and administrators regarding culturally responsive interventions
- Training for evaluation staff regarding culturally responsive evaluation practices
- Increase family and parent engagement with MTSS processes and Special Education processes
- Strengthen family engagement of MTSS process

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Strategy 7

We will review and monitor Measurable Results Assessment (MRA) targets for school wide success and Leader In Me.

Strategy's Expected Result/Impact: We will see an increase in student success on the EOY MRA survey.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 1

Formative Reviews

November

February

April

June

Strategy 8

Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources based on TELPAS results.

Strategy's Expected Result/Impact: Result/Impact

- Training for educators on specific classroom strategies to support English Learners, with an emphasis on Content and Language Objectives
- Resources for educators (including embedded items within curriculum documents for English Learners)
- Continued focus on oral proficiency levels and spiraling this learning in training throughout the year
- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners
- Increased student achievement and progress levels
- Use of Success Ed for system of housing learner needs

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 3 - School Processes & Programs 1

Formative Reviews

November

February

April

June

Strategy 9

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: Results/Impact

- Increased student achievement academic, social emotionally and behaviorally
- Training for classroom management and restorative practices
- Continued implementation of LIM
- Use of Panorama Student Success Platform for progress monitoring
- Increased communication between schools, learners and families
- Focus on Panorama Playbook resources for intentional support for learners
- Focus on additional behavior resources/tools collection - CISD Curriculum Documents

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

April

June

Strategy 10

Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.

Strategy's Expected Result/Impact: Results/Impact

- Increased attendance rates for campuses
- Increased learner growth due to being present for instruction
- Stronger relationships with learners and families
- Use of Panorama Student Success Platform for monitoring progress/needs with attendance
- Increased communication between schools, learners and families
- Increased funding from the state due to attendance growth

Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators, front office staff, nurse

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November

February

April

June

Strategy 11

Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds (and Title I funds where applicable) to target academic, social emotional and behavioral 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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 2, 4

Formative Reviews

November

February

April

June

Strategy 12

Continue implementation of plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners

Strategy's Expected Result/Impact: Result/Impact

- Growth across the district in academic performance for economically disadvantaged learners
- Intentional interventions to support discipline (classroom management and PBIS implementation across campuses, restorative practices, monitoring interventions for learners)
- Focus on Universal Design for Learning and Training opportunities for campus leaders and educators
- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance)
- Implement Poverty Simulation training for campuses
- BEAM training focus for new educators
- Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to increase Dreambox growth month to month to close academic gaps.	There is a high percent of EB Learners who need direct math instruction.
2	There is a need for more students to move from meets to masters on the Science STAAR test.	There is a high percent of EB learners with a high mobility rate .
3	There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.	There is a high percent of EB Learners on our campus.

4

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

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

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Educators need to assess for prior knowledge at the beginning of a unit through a pre-assessment process.

2

The Common Formative Assessment (CFA) creation process needs to become more refined.

Continue to work with new staff to increase their understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

3

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.

Families are often unfamiliar with how to engage with the broader school community, the expectations, and practices of the US school system.

Performance Objective 3

Student achievement and progress levels will exceed state standards/averages for all student groups as we focus on the whole child.

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

Strategy 1

Implement year 8 of Leader in Me campus wide and continue to evaluate progress according to the Lighthouse Rubric to maintain 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

Formative Reviews

November

February

April

June

Strategy 2

Implement specific tutoring plans, per House Bill 1416 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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 2, 4

Formative Reviews

November

February

April

June

Strategy 3

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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 3 - School Processes & Programs 1

Formative Reviews

November

February

April

June

Strategy 4

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, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2

Formative Reviews

November

February

April

June

Strategy 5

Continue to promote science vocabulary and hand-on experiences (EC-5) to enhance student performance to grow STAAR Science scores from 85 to 90 in the approaches category.

Strategy's Expected Result/Impact: Science vocabulary instruction and hand-on experiences will impact students throughout the school year.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Student Learning 2

Formative Reviews

November

February

April

June

Strategy 6

Analyze math TEKS - focusing on the high priority standards during weekly planning and prime time and reflect on vertical alignment to better prepare learners for advancement.

Strategy's Expected Result/Impact: Focused math instruction will impact students throughout the school year.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators

Problem Statements: Student Learning 4

Formative Reviews

November

February

April

June

Performance Objective 3 Problem Statements Identifying Student Learning

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

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.	Educators need to assess for prior knowledge at the beginning of a unit through a pre-assessment process.
2	The Common Formative Assessment (CFA) creation process needs to become more refined.	Continue to work with new staff to increase their understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

3

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Goal 2

Organization that Cultivates Excellence: We as CISD will maintain high standards as we re-imagine how we teach, learn, and define success to adapt, innovate and meet the unique needs of all learners.

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 Source: Leader In Me, Community Leaders Parade, & Social Studies Lessons

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: Student Learning 2, 3, 4

Formative Reviews

November

February

April

June

Strategy 2

Continue Leader In Me program by providing various trainings, Light House committee involvement, Action Teams, Student Lighthouse, 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 Reviews

November

February

April

June

Strategy 3

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: Results/Impact

- Provide training that highlights real world application in lesson design
- Provide training on course selection and opportunities
- Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation)
- Increase learner awareness of career, college and life readiness opportunities
- Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers)
- Texas College Prep via Texas College Bridge for High School
- Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan.
- Counselor support for learners in selecting courses at the secondary level
- Training on 4 year plans for staff, learners and families
- Partnership with Dallas College - Dual Credit - participation
- Partnership with Tarleton participation
- Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November

February

April

June

Strategy 4

Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.

Strategy's Expected Result/Impact: Results/Impact

- Growth in learner engagement levels
- Building stronger problem solving and design thinking skills
- Building understanding of CTE and career connections
- Increasing ways for learners to show success in learning
- Usage of coding and digital tools
- Usage of goal setting tools, presentations, created products to show understanding and growth

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators, and Instructional Aides

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

There is a need for more students to move from meets to masters on the Science STAAR test.

There is a high percent of EB learners with a high mobility rate .

3

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

There is a high percent of EB Learners on our campus.

4

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

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.

Families are often unfamiliar with how to engage with the broader school community, the expectations, and practices of the US school system.

Performance Objective 2

All PK 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.)

Strategy 1

Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices which includes a focus on communicating these experiences to families and the community. Including offering parents 2 face to face parent conferences during the school year.

Strategy's Expected Result/Impact: Results/Impact

- Performance Tasks in learning
- Rubrics for academic and social-emotional growth
- Goal setting forms/reflections
- Digital presentations (video, media, etc.)
- More intentional and detailed feedback for learners

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators,

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November February April June

Strategy 2

Establish clear expectations for Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).

Strategy's Expected Result/Impact: Results/Impact

- Learner digital portfolios and specific expectations for capturing evidence K-12
- CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth
- Digital Portfolio continued training and implementation
- Aligned expectations for campuses throughout the year tied to Community Based Accountability

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators,

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November February April June

Strategy 3

Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.

Strategy's Expected Result/Impact: Results/impact

- Strategic plan advocacy deck - focused on the 7 pillars
- Online district pamphlet created with quantitative and qualitative data
- District dashboard showcasing various pieces of data
- TPAC (Texas Performance Assessment Consortium) participation
- Update and evaluate Learner and Leadership Profile
- Showcase learner growth of the whole child

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Perceptions 1

Formative Reviews

November

February

April

June

Strategy 4

Foster enthusiasm for the wide array of opportunities and services accessible to our entire community to encourage families to invest in VRE.

Strategy's Expected Result/Impact: Communication with the community will increase awareness of a variety of opportunities for the community.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Perceptions 1

Formative Reviews

November

February

April

June

Strategy 5

Ensure all Coppell ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.

Strategy's Expected Result/Impact: Communication with stakeholders will contribute the overall success of the campus.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 There is a need to continue with improving relations to ensure positive relationships are established.	There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 2 Problem Statements Identifying Perceptions

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

Performance Objective 3

Instructional leaders will have a balanced approach to using technology PK-12 to ensure the following: adhere to the technology guidelines as outlined by CISD, implementation of the state Technology TEKS, balance hands-on learning activities and technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Source: Curriculum documents, lesson plans, learner products, classroom observations, learning walks

Strategy 1

Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.

Strategy's Expected Result/Impact: Results/Impact

- CISD District Committee for Artificial Intelligence planning and implementation
- Training focused on AI for CISD Staff
- Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources
- Review district policies and regulations including academic integrity, technology usage and digital citizenship
- Training on assessing differently within instruction (content, process, product, and learning environment)

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: Perceptions 2

Formative Reviews**November****February****April****June****Strategy 2**

Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences.

Strategy's Expected Result/Impact: Results/Impact

- Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning
- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)
- Review digital citizenship trainings and resources for learners, families and staff
- Trainings to support balance of technology for hands-on learning
- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)
- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews**November****February****April****June****Strategy 3**

VRE will provide aligned professional learning opportunities for a more hands on learning approach and gather feedback from participants on their growth and impact of the training.

Strategy's Expected Result/Impact: PrimeTime schedule, Design Days, faculty meetings, professional learning, PLC resource kit and books, and website.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: Student Learning 4

Title I: 2.5.3

Formative Reviews

November February April June

Strategy 4

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 tim

Staff Responsible for Monitoring: Campus Administration, Educators

Problem Statements: Student Learning 3, 4

Title I: 2.5.1

Formative Reviews

November February April June

Performance Objective 3 Problem Statements Identifying Student Learning

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

4

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

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

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.

Families are often unfamiliar with how to engage with the broader school community, the expectations, and practices of the US school system.

2

There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year.

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

Performance Objective 4

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

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

Strategy 1

Continue to implement the CISD Teacher Incentive Allotment (TIA).

Strategy's Expected Result/Impact: Results/impact

- Alignment within evaluation practices across the district
- Provide additional funding to educators who meet standards through the TIA
- Onboarding training created for staff about the TIA
- Approval from the state for TIA
- Increase efforts concerning recruitment with the implementation of TIA

Staff Responsible for Monitoring: Campus Administration, Educators

Problem Statements: Student Learning 2, 3, 4

Formative Reviews

NovemberFebruaryAprilJune

Strategy 2

We will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs by reviewing data.

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, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 2

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need for more students to move from meets to masters on the Science STAAR test.	There is a high percent of EB learners with a high mobility rate .
3	There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.	There is a high percent of EB Learners on our campus.
4	There is a need for 3-5 grade learners to meet the STAAR progress measures.	There is a high percentage of EB learners and campus mobility rate (17.6%).

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The Common Formative Assessment (CFA) creation process needs to become more refined.

Continue to work with new staff to increase their understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Goal 3

Safety, Wellness, and Belonging: We as CISD will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

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 Source: Panorama Survey Data
Threat Assessment Data
MRA

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 Reviews

November

February

April

June

Strategy 2

Continue supporting 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 3

Formative Reviews

November

February

April

June

Strategy 3

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, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

April

June

Strategy 4

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: Results/Impact

- Utilization of social-emotional curriculum supports within lesson design
- Learner growth as indicated through survey/learner goals (academic and social emotional)
- Elementary and Secondary Resources available for supports in learning
- Scope and Sequence and curriculum documents of support implemented
- CISD Strategic Design Work
- Implementation of social emotional support structures: class meetings, check-ins and restorative practices

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

April

June

Strategy 5

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: Results/Impact

- Utilization of social-emotional curriculum supports within lesson design
- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system
- Requirements per the state for 80/20 for counselors (tracking learner support)
- Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites)

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to continue with improving relations to ensure positive relationships are established.

There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 2

CISD will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the district.

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

Strategy 1

Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.

Strategy's Expected Result/Impact: Results/impact

- Implement training across the district (state required and other)
- Analyze training impact through reflection tools
- Feedback from learners, families and staff (Panorama survey and PL feedback)
- Parent University sessions throughout the year
- Counselor Connections on Campuses for updates and training
- Tracking training required in Professional Learning - Powerschool
- Training on attendance - monitoring in Panorama
- Training on Panorama Playbook strategies and monitor implementation
- Investigate additional resources/training for drug and alcohol awareness
- Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life)

Staff Responsible for Monitoring: Campus Administration, Counselor

Problem Statements: School Processes & Programs 3

Formative Reviews**November****February****April****June****Strategy 2**

Continue Leader in Me practices for staff by identifying accountability partner and using Daily Boosters of the Seven Habits for current staff.

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 Reviews**November****February****April****June****Strategy 3**

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

Formative Reviews

November

February

April

June

Strategy 4

Continue hosting New Stars meetings to help new staff to VRE be successful.

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 Reviews

November

February

April

June

Strategy 5

Continue to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.

Strategy's Expected Result/Impact: Results/impact

- Threat Assessment process being utilized and strengthening supports for learners in need
- Increase awareness and action plans in order to support all learners with behavior needs
- Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices
- Team approach when looking at behavior data and specific intervention plans for learners
- Learner growth in behavioral needs
- CISD Discipline Matrix being utilized
- Online Truancy course required for learners
- Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives
- District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying
- Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners
- Bringing in legal guidance training concerning discipline or campus/district administrators

Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 There is a need to continue with improving relations to ensure positive relationships are established.	There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.

Performance Objective 3

VRE will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state. VRE will continue to implement safety procedures and protocols throughout all facilities

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

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 Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2

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: Results/impact

- 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.
- 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024
- 8.2 Strategy - Increase accountability of individual roles in safety protocols.
- 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.
- Aligned practices for safety and security across the district
- Aligned training for staff and learners in CISD
- Safety of learners and staff in CISD
- Communication to all stakeholders about safety and practices of CISD
- Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Perceptions 2

Formative Reviews

November

February

April

June

Strategy 3

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, SRO

Problem Statements: Perceptions 2

Formative Reviews

November

February

April

June

Strategy 4

Implement door sweeps on campuses and district buildings at least once a day during instructional time.

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, SRO

Problem Statements: Perceptions 2

Formative Reviews

NovemberFebruaryAprilJune

Strategy 5

Implement personal device policy and practices as outlined in HB1481.

Strategy's Expected Result/Impact: Increased engagement and student success in the classroom. Increase online safety of all our students.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides

Problem Statements: Perceptions 2

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement		Root Cause
2 There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year.		Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Performance Objective 4

CISD will provide structures an/or strategies to support social emotional needs.

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

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 Reviews

November February April June

Strategy 2

Continue to focus on social emotional learning/well-being for staff implement activities foster a positive culture.

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 Reviews

November February April June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement		Root Cause
3	There is a need to continue with improving relations to ensure positive relationships are established.	There is a need to address how the impact of mental health affects the lives of our community and to promote a positive work environment.



State Compensatory Education

State Compensatory

Budget for Valley Ranch Elementary

Total SCE Funds: \$4,209.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will utilize Comp Ed Funds to support our At Risk learners to increase student academic growth as measured by index 2 by providing additional tutoring and materials.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Tutoring	199-11-61 18-00-11 0-24-00 0-	\$4,209.00
				Sub-Total	\$4,209.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026