Coppell Independent School District

Valley Ranch Elementary

2025-2026 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Valley Ranch serves a majority Asian student population in grades EC, K-5. In the 2024-25 school year, total enrollment was 547 which represents a decrease of -4.3% since 2020-21 (572 learners).

In 2024-25, the student population was 87.6% Asian, 2.7% White, 3.5% Hispanic, 2.9% African American, 0.9% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 2.2% multi-racial. Females made up 51% of the learners and males represented 49%. Our economically disadvantaged percentage was 5.7%.

Our Emergent Bilingual (EB) population consisted of 198 learners that made up 36.2% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (42.4%), Tamil (23.7%), Hindi (13.1%), Marathi (9.1%), and Urdu (6.1%). Additionally, 6.1% of our EBs were also economically disadvantaged.

Our 40 gifted and talented learners constituted 7.3% of our population. Our gender split in the GT group was 37.5% female and 62.5% male. Of the four major ethnic groups, our GT learners were 82.5% Asian, 5% White, 10% Hispanic and 2.5% African American.

We had 63 learners that qualified for special education services, which represented 11.5% of our population. There qas 1 learner with 504 accommodations, which was 0.2% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.51%, which increased by 0.6% from the prior year.

STAFFING

Valley Ranch employed 37 educators and 13 instructional aides in the 2024-25 school year. The number of teachers decreased by 1 from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 8.1% Asian, 62.2% White, 18.9% Hispanic, 5.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 5.4% multi-racial. Females made up 100% of the educators.

Overall, our educators had a varying level of professional experience: 13.5% (5) were new to teaching with 0-1 years of experience, 35.2% (13) had 2-5 years, 24.3% (9) had 6-10 years, 5.4% (2) had 11-15 years, 10.8% (4) had 16-20 years, and 10.8% (4) had more than 20 years. Looking at longevity within the district, 27% of our teachers had 0-1 years in district, 37.9% had 2-5 years, 18.9% had 6-10 years, 2.7% had 11-15 years, 5.4% had 16-20 Years and 8.1% had more than 20 years. The average years of professional experience was 8.7 with 5.7 years in the district.

Advanced degrees were held by 8.1% of our teachers: 3 with master's degrees. Our campus principal had 44 years of career experience in a professional position (not necessarily as a principal) and 24 years in Coppell. Our assistant principal had 14 years of professional experience and 5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 81.1%. For educational aides it was 76.9%. We hired 7 new teachers in 2024-25. The characteristics of our new teachers were as follows: 57.14% White, 28.6% Hispanic, and 14.3% Multi-Racial, 100% female, 28.6% new to teaching, 28.6% with 2-5 years of professional experience, 14.3% with 6-10

years, 14.3% with 16-20 years, 14.3% with more than 20 years and 18.8% new to the campus. The average years of professional experience was 8.6 with 0.7 years in the district. 0% of our new teachers had advanced degrees.

Demographics Strengths

There are many strengths at Valley Ranch Elementary.

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

mCLASS K-5:

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click HERE for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Valley Ranch Elementary					
Total Students	61	64	47	41	38
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	21.88%	55.32%	9.76%	28.95%
1 Level Higher	1.64%	46.88%	12.77%	51.22%	39.47%
2 Levels Higher	0%	4.69%	2.13%	9.76%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.71	3.15	2.51	3.01	2.98
No Rating	0%	0%	0%	0%	0%
Beginning	8.20%	4.69%	2.13%	0%	0%
Intermediate	31.15%	23.44%	48.94%	17.07%	23.68%
Advanced	32.79%	21.88%	40.43%	63.41%	44.74%
Advanced High	27.87%	50%	8.51%	19.51%	31.58%
Listening Raw Score	0	0	19.13	22.98	19.66
Listening Scale Score	0	0	1600.32	1671.12	1563.24
Speaking Raw Score	0	0	24.79	28.68	28.39

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Speaking Scale Score	0	0	1513.74	1585.2	1569.63
Writing Raw Score	0	0	12.02	16.95	26.45
Writing Scale Score	0	0	1476.87	1501.66	1524.24
Reading Raw Score	0	0	15.06	19.54	22.71
Reading Scale Score	0	0	1491.57	1548.37	1587.66
Economic Disadvantage					
Total Students	6	1	1	3	2
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	100%	0%	0%	50%
1 Level Higher	16.67%	0%	0%	66.67%	50%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.57	2	3.3	3.27	2.9
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	16.67%	100%	0%	0%	50%
Advanced	83.33%	0%	100%	66.67%	0%
Advanced High	0%	0%	0%	33.33%	50%
Listening Raw Score	0	0	22	23	19
Listening Scale Score	0	0	1628	1666	1548.5
Speaking Raw Score	0	0	29	27.33	28.5
Speaking Scale Score	0	0	1590	1566.33	1564
Writing Raw Score	0	0	16	18.67	26
Writing Scale Score	0	0	1532	1527	1523.5
Reading Raw Score	0	0	22	23.67	23.5
Reading Scale Score	0	0	1564	1599.67	1601.5
American Indian/Alaskan Native					

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Total Students	2	-	-	-	-
Date Taken	03/01/25	-	-	-	-
Lower/Same Level	0%	-	-	-	-
1 Level Higher	0%	-	-	-	-
2 Levels Higher	0%	-	-	-	-
3 Levels Higher	0%	-	-	-	-
TELPAS Composite Score	3.9	-	-	-	-
No Rating	0%	-	-	-	-
Beginning	0%	-	-	-	-
Intermediate	0%	-	-	-	-
Advanced	0%	-	-	-	-
Advanced High	100%	-	-	-	-
Listening Raw Score	0	-	-	-	-
Listening Scale Score	0	-	-	-	-
Speaking Raw Score	0	-	-	-	-
Speaking Scale Score	0	-	-	-	-
Writing Raw Score	0	-	-	-	-
Writing Scale Score	0	-	-	-	-
Reading Raw Score	0	-	-	-	-
Reading Scale Score	0	-	-	-	-
Asian					
Total Students	54	63	45	38	35
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	22.22%	55.56%	7.89%	31.43%
1 Level Higher	0%	46.03%	11.11%	52.63%	34.29%
2 Levels Higher	0%	4.76%	2.22%	10.53%	0%
3 Levels Higher	0%	0%	0%	0%	0%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
TELPAS Composite Score	2.68	3.13	2.51	3.01	2.96
No Rating	0%	0%	0%	0%	0%
Beginning	9.26%	4.76%	2.22%	0%	0%
Intermediate	31.48%	23.81%	48.89%	18.42%	25.71%
Advanced	31.48%	22.22%	42.22%	60.53%	42.86%
Advanced High	27.78%	49.21%	6.67%	21.05%	31.43%
Listening Raw Score	0	0	19.2	23	19.43
Listening Scale Score	0	0	1598.44	1672.87	1560.83
Speaking Raw Score	0	0	24.96	28.87	28.2
Speaking Scale Score	0	0	1516.07	1588.63	1566.2
Writing Raw Score	0	0	12.04	16.95	26.46
Writing Scale Score	0	0	1477.38	1501.55	1524.49
Reading Raw Score	0	0	14.98	19.42	22.66
Reading Scale Score	0	0	1490.51	1547.82	1586.91
Black/African American					
Total Students	1	-	-	-	1
Date Taken	03/01/25	-	-	-	03/01/25
Lower/Same Level	0%	-	-	-	0%
1 Level Higher	100%	-	-	-	100%
2 Levels Higher	0%	-	-	-	0%
3 Levels Higher	0%	-	-	-	0%
TELPAS Composite Score	2.8	-	-	-	3.5
No Rating	0%	-	-	-	0%
Beginning	0%	-	-	-	0%
Intermediate	0%	-	-	-	0%
Advanced	100%	-	-	-	0%
Advanced High	0%	-	-	-	100%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Raw Score	0	-	-	-	23
Listening Scale Score	0	-	-	-	1604
Speaking Raw Score	0	-	-	-	28
Speaking Scale Score	0	-	-	-	1554
Writing Raw Score	0	-	-	-	30
Writing Scale Score	0	-	-	-	1562
Reading Raw Score	0	-	-	-	30
Reading Scale Score	0	-	-	-	1683
Hispanic					
Total Students	2	-	-	-	1
Date Taken	03/01/25	-	-	-	03/01/25
Lower/Same Level	0%	-	-	-	0%
1 Level Higher	0%	-	-	-	100%
2 Levels Higher	0%	-	-	-	0%
3 Levels Higher	0%	-	-	-	0%
TELPAS Composite Score	2.8	-	-	-	3
No Rating	0%	-	-	-	0%
Beginning	0%	-	-	-	0%
Intermediate	0%	-	-	-	0%
Advanced	100%	-	-	-	100%
Advanced High	0%	-	-	-	0%
Listening Raw Score	0	-	-	-	22
Listening Scale Score	0	-	-	-	1585
Speaking Raw Score	0	-	-	-	36
Speaking Scale Score	0	-	-	-	1721
Writing Raw Score	0	-	-	-	19
Writing Scale Score	0	-	-	-	1440

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Raw Score	0	-	-	-	19
Reading Scale Score	0	-	-	-	1542
Two or More Races					
Total Students	2	1	1	1	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	0%	100%	0%
1 Level Higher	0%	100%	100%	0%	100%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.15	4	3.5	3.3	3
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	100%	0%	0%	0%	0%
Advanced	0%	0%	0%	100%	100%
Advanced High	0%	100%	100%	0%	0%
Listening Raw Score	0	0	27	25	22
Listening Scale Score	0	0	1838	1703	1585
Speaking Raw Score	0	0	32	27	28
Speaking Scale Score	0	0	1666	1541	1554
Writing Raw Score	0	0	16	19	30
Writing Scale Score	0	0	1532	1535	1562
Reading Raw Score	0	0	24	22	21
Reading Scale Score	0	0	1591	1568	1564
White					
Total Students	-	-	1	2	-
Date Taken	-	-	03/01/25	03/01/25	-
Lower/Same Level	-	-	100%	0%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
1 Level Higher	-	-	0%	50%	-
2 Levels Higher	-	-	0%	0%	-
3 Levels Higher	-	-	0%	0%	-
TELPAS Composite Score	-	-	1.5	2.9	-
No Rating	-	-	0%	0%	-
Beginning	-	-	0%	0%	-
Intermediate	-	-	100%	0%	-
Advanced	-	-	0%	100%	-
Advanced High	-	-	0%	0%	-
Listening Raw Score	-	-	8	21.5	-
Listening Scale Score	-	-	1447	1622	-
Speaking Raw Score	-	-	10	26	-
Speaking Scale Score	-	-	1257	1542	-
Writing Raw Score	-	-	7	16	-
Writing Scale Score	-	-	1399	1487	-
Reading Raw Score	-	-	10	20.5	-
Reading Scale Score	-	-	1440	1549	-
Currently Emergent Bilingual					
Total Students	61	64	47	41	38
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	21.88%	55.32%	9.76%	28.95%
1 Level Higher	1.64%	46.88%	12.77%	51.22%	39.47%
2 Levels Higher	0%	4.69%	2.13%	9.76%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.71	3.15	2.51	3.01	2.98
No Rating	0%	0%	0%	0%	0%
Beginning	8.20%	4.69%	2.13%	0%	0%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Intermediate	31.15%	23.44%	48.94%	17.07%	23.68%
Advanced	32.79%	21.88%	40.43%	63.41%	44.74%
Advanced High	27.87%	50%	8.51%	19.51%	31.58%
Listening Raw Score	0	0	19.13	22.98	19.66
Listening Scale Score	0	0	1600.32	1671.12	1563.24
Speaking Raw Score	0	0	24.79	28.68	28.39
Speaking Scale Score	0	0	1513.74	1585.2	1569.63
Writing Raw Score	0	0	12.02	16.95	26.45
Writing Scale Score	0	0	1476.87	1501.66	1524.24
Reading Raw Score	0	0	15.06	19.54	22.71
Reading Scale Score	0	0	1491.57	1548.37	1587.66
Special Ed Indicator					
Total Students	9	10	4	1	2
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	40%	75%	0%	50%
1 Level Higher	11.11%	30%	25%	100%	50%
2 Levels Higher	0%	10%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.1	2.61	2.2	2.8	3
No Rating	0%	0%	0%	0%	0%
Beginning	22.22%	10%	0%	0%	0%
Intermediate	33.33%	40%	50%	0%	0%
Advanced	44.44%	30%	50%	100%	100%
Advanced High	0%	20%	0%	0%	0%
Listening Raw Score	0	0	15.5	25	22.5
Listening Scale Score	0	0	1540.75	1703	1594.5
Speaking Raw Score	0	0	23.25	28	32

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Speaking Scale Score	0	0	1482.25	1565	1637.5
Writing Raw Score	0	0	9.25	15	19.5
Writing Scale Score	0	0	1439.75	1470	1447
Reading Raw Score	0	0	12	16	20.5
Reading Scale Score	0	0	1459.5	1496	1558.5

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Valley Ranch Elementary			
Total Students	101	100	81
Raw Score	35	28	37
Scale Score	1592	1626	1687
Percent Score	67.14%	74.41%	71.77%
Approaches Grade Level (TX)	97.03%	94%	95.06%
Meets Grade Level (TX)	83.17%	83%	82.72%
Masters Grade Level (TX)	46.53%	52%	65.43%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0.99%	3%	2.47%
Did Not Meet High	1.98%	3%	2.47%
Approaches Low	1.98%	4%	8.64%
Approaches High	11.88%	7%	3.70%
Meets	36.63%	31%	17.28%
Masters	46.53%	52%	65.43%
Economic Disadvantage			
Total Students	4	4	6

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Raw Score	32	24	34
Scale Score	1548	1577	1636
Percent Score	61.06%	64.86%	64.42%
Approaches Grade Level (TX)	75%	75%	100%
Meets Grade Level (TX)	75%	50%	66.67%
Masters Grade Level (TX)	50%	50%	50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	25%	25%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	25%	16.67%
Approaches High	0%	0%	16.67%
Meets	25%	0%	16.67%
Masters	50%	50%	50%
Asian			
Total Students	91	90	70
Raw Score	35	27	38
Scale Score	1593	1622	1697
Percent Score	67.67%	74.29%	73.02%
Approaches Grade Level (TX)	97.80%	94.44%	95.71%
Meets Grade Level (TX)	83.52%	83.33%	84.29%
Masters Grade Level (TX)	48.35%	51.11%	67.14%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	1.10%	3.33%	2.86%
Did Not Meet High	1.10%	2.22%	1.43%
Approaches Low	1.10%	3.33%	7.14%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches High	13.19%	7.78%	4.29%
Meets	35.16%	32.22%	17.14%
Masters	48.35%	51.11%	67.14%
Black/African American			
Total Students	2	2	2
Raw Score	36	25	31
Scale Score	1696	1638	1602
Percent Score	68.27%	66.22%	59.62%
Approaches Grade Level (TX)	100%	50%	100%
Meets Grade Level (TX)	50%	50%	50%
Masters Grade Level (TX)	50%	50%	50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	50%	0%
Approaches Low	50%	0%	50%
Approaches High	0%	0%	0%
Meets	0%	0%	0%
Masters	50%	50%	50%
Hispanic			
Total Students	3	3	5
Raw Score	31	30	38
Scale Score	1575	1749	1690
Percent Score	60.26%	81.98%	73.46%
Approaches Grade Level (TX)	66.67%	100%	100%
Meets Grade Level (TX)	66.67%	100%	100%
Masters Grade Level (TX)	33.33%	66.67%	60%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	33.33%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	33.33%	33.33%	40%
Masters	33.33%	66.67%	60%
Two or More Races			
Total Students	2	2	3
Raw Score	32	32	32
Scale Score	1544	1694	1594
Percent Score	61.54%	85.14%	60.90%
Approaches Grade Level (TX)	100%	100%	66.67%
Meets Grade Level (TX)	100%	100%	66.67%
Masters Grade Level (TX)	0%	100%	66.67%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	33.33%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	100%	0%	0%
Masters	0%	100%	66.67%
White			
Total Students	3	3	1
Raw Score	32	25	17

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Scale Score	1536	1556	1414
Percent Score	60.90%	68.47%	32.69%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	66.67%	0%
Masters Grade Level (TX)	33.33%	33.33%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	33.33%	100%
Approaches High	0%	0%	0%
Meets	66.67%	33.33%	0%
Masters	33.33%	33.33%	0%
Currently Emergent Bilingual			
Total Students	41	40	36
Raw Score	31	25	34
Scale Score	1534	1568	1628
Percent Score	59.90%	68.58%	64.53%
Approaches Grade Level (TX)	97.56%	92.50%	94.44%
Meets Grade Level (TX)	73.17%	70%	72.22%
Masters Grade Level (TX)	21.95%	40%	44.44%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	5%	2.78%
Did Not Meet High	2.44%	2.50%	2.78%
Approaches Low	2.44%	7.50%	13.89%
Approaches High	21.95%	15%	8.33%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Meets	51.22%	30%	27.78%
Masters	21.95%	40%	44.44%
First Year of Monitoring			
Total Students	1	1	5
Raw Score	43	33	44
Scale Score	1700	1743	1786
Percent Score	82.69%	89.19%	85%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	100%	100%	100%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	0%	0%	0%
Masters	100%	100%	100%
Second Year of Monitoring			
Total Students	14	14	2
Raw Score	38	30	40
Scale Score	1625	1685	1700
Percent Score	72.94%	81.47%	75.96%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	71.43%	64.29%	50%
Date Taken	05/01/25	05/01/25	05/01/25

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	28.57%	35.71%	50%
Masters	71.43%	64.29%	50%
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	5	5	9
Raw Score	30	19	26
Scale Score	1506	1435	1525

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Percent Score	57.31%	51.35%	50.21%
Approaches Grade Level (TX)	80%	60%	77.78%
Meets Grade Level (TX)	60%	40%	55.56%
Masters Grade Level (TX)	40%	0%	22.22%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	20%	20%	11.11%
Did Not Meet High	0%	20%	11.11%
Approaches Low	0%	20%	22.22%
Approaches High	20%	0%	0%
Meets	20%	40%	33.33%
Masters	40%	0%	22.22%

As we go into 2025-2026, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios

- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

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

- 2nd - 5th grade EB students showed growth in reading comprehension and phonics from the 2022/2023 to the 2023/2024 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 1 (Prioritized): There is a need to increase Dreambox growth month to month to close academic gaps.
Root Cause: There is a high percent of EB Learners who need direct math instruction.

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Valley Ranch Elementary all students have their own iPads grades K-5. These devices are used on a regular basis. Educators make a point of using technology whenever appropriate to enhance and/or demonstrate student learning. We also have a team of Learning Coaches 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 will reapply to continue the distinction of being a Lighthouse School. 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.

School Processes & Programs Strengths

Valley Ranch Elementary's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction following the VRE Master schedule.

2. Relationship building between learners, educators, and parents enhances our school community and instructional integrity.

3. Ability to interpret and use common assessment data to drive instruction.

4. Educators are immersed in collaborative meetings where decisions are made to answer the four Professional Learning Community questions:

a) What do we want our learners to know?

b) How will they learn it?

c) What do we do if they don't know it?

d) What do we do if they already know it?

During this time our educators work together to write Common Formative Assessment (CFA), review data and determine next steps for learners. These Professional Learning Community meetings happen on 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 1 (Prioritized): Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.
Root Cause: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

Problem Statement 2 (Prioritized): The Common Formative Assessment (CFA) creation process needs to become more refined.
Root Cause: 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.

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

Perceptions

Perceptions Summary

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

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

Our mobility rate was 20.59 for the 2024-2025 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.

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 2: There is a need for 3-5 grade learners to meet the STAAR progress measures.
Root Cause 2: There is a high percentage of EB learners and campus mobility rate (17.6%).
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase Dreambox growth month to month to close academic gaps.
Root Cause 3: There is a high percent of EB Learners who need direct math instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.
Root Cause 4: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need for more students to move from meets to masters on the Science STAAR test.
Root Cause 5: There is a high percent of EB learners with a high mobility rate .
Problem Statement 5 Areas: Student Learning

Problem Statement 6: The Common Formative Assessment (CFA) creation process needs to become more refined.
Root Cause 6: 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.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.
Root Cause 7: Families are often unfamiliar with the expectations and practices of the US school system.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to continue with improving relations to ensure positive relationships are established.
Root Cause 8: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 10: There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school

year.

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

Problem Statement 10 Areas: Perceptions

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

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

Problem Statement 13 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Educators and administrators will work collaboratively in a continuous cycle to address and respond to the four questions for each Valley Ranch learner through the Professional Learning Community process.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom during PLC time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 2, 4 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Educators will utilize PrimeTime to unpack standards, determine what proficiency looks like, develop common assessments and plan for intervention and extension/enrichment on a rotating schedule.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: The educator will be provided Design Days in order to provide engaging and quality Tier I instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Learners will demonstrate mastery of grade level standards.	**Nov**	**Feb**	**Apr**	**June**
- Educators will share and implement best practices based on team collaboration. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 4 - School Processes & Programs 1, 2, 3				

Strategy 5 Details	Reviews			
Strategy 5: Educators will support ESL students by monitoring Texas English Language Proficiency Assessment System (TELPAS) that support reading, writing, listening and speaking.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Learners will demonstrate mastery of grade level standards. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches , GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

Strategy 6 Details	Reviews			
Strategy 6: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 72% in June 2024 to 82% in June 2029.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Strategy 7 Details	Reviews			
Strategy 7: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 66% in June 2024 to 76% in June 2029.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

Strategy 8 Details	Reviews			
Strategy 8: Continue small group reading, writing, and math instruction using embedded intervention strategies in the curriculum to help focus on early intervention.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 1, 4				

Strategy 9 Details	Reviews			
Strategy 9: Provide professional development on Sheltered Instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 3 - School Processes & Programs 1				

Strategy 10 Details	Reviews			
Strategy 10: Continue building on mentor training and structures of support for new educators and staff to VRE.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Result/Impact -Growth in new educators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** School Processes & Programs 3				

Strategy 11 Details	Reviews			
Strategy 11: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 2, 3, 4				

Strategy 12 Details	Reviews			
Strategy 12: Provide teams the time needed to develop relationships to build a strong culture of support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Result/Impact -Growth in teams and as far as the understanding of CISD/VRE systems and structures and specific strategies to support their role. -Sustainability and support for campuses by providing team building activities and opportunities to get get to know one another. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 13 Details	Reviews			
Strategy 13: 100% of VRE staff will be trained on the PLC implementation process by Aug. 31.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide best practices for student success. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Student Learning 1, 2, 3, 4	**Nov**	**Feb**	**Apr**	**June**

Strategy 14 Details	Reviews			
Strategy 14: The percentage of 5th grade students earning Meets Grade Level and above on the STAAR Science test will increase from 86% in May 2025 to 90% in May 2026.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
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, 3 - School Processes & Programs 1, 2				

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

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

School Processes & Programs

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

Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined.   **Root Cause**: 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.

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 3 - School Processes & Programs 1, 2				
Strategy 2 Details	Reviews			
Strategy 2: K-5 educators will utilize MAP and MClass results three times a year for K-5 to monitor student growth, STAAR results, CFAs as well as classroom observations in order to collaboratively provide timely intervention and enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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, 3, 4				

Strategy 3 Details	Reviews			
Strategy 3: Resources educators have access to include: -mClass - Dreambox -DRA - RAZ - Reflex Math -Gizmos - Brain Pop Jr. - Brain Pop - Tumble Books - PebbleGo -Flocabulary - Read 180 - Imagine Learning **Strategy's Expected Result/Impact:** Learners' instruction is differentiated as needed through the use of technology. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 2, 4	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement a school wide 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, 4	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Implement a team LIM Wildly Important Goal (WIG) to help monitor individual class math goals through monthly assessments. **Strategy's Expected Result/Impact:** Learners' growth will be monitored and measured monthly to ensure academic success. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 1, 4	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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: Student Learning 1, 2, 3, 4 - School Processes & Programs 1

Strategy 7 Details	Reviews			
Strategy 7: We will utilize Comp Ed Funds ($3,450) to support our At Risk learners as defined in TEC 29.081 (d) providing resources and tutoring to close achievement gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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- - $2,772

Strategy 8 Details	Reviews			
Strategy 8: We will utilize ESL funding ($5,164) to help support the needs of our EB learners through small group support and resources to close the gap.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase STAAR and Telpas scores for EB learners.

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

Strategy 9 Details	Reviews			
Strategy 9: Classroom teachers will group students based on data for small group reading and math instruction to close academic gaps.	**Formative**			**Summative**
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, 3, 4 - School Processes & Programs 1, 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
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 2, 3, 4 - School Processes & Programs 1, 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 11 Details	Reviews			
Strategy 11: We will review and monitor Measurable Results Assessment (MRA) targets for school wide success and Leader In Me.	**Formative**			**Summative**
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:** School Processes & Programs 3 - Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 12 Details	Reviews			
Strategy 12: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Result/Impact - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of 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				

Strategy 13 Details	Reviews			
Strategy 13: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 Character Ed programs to help support PBIS - 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 - Perceptions 1				

Strategy 14 Details	Reviews			
Strategy 14: Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

Strategy 15 Details	Reviews			
Strategy 15: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 3 - School Processes & Programs 1, 2				

Strategy 16 Details	Reviews			
Strategy 16: 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	Formative			Summative
	Nov	Feb	Apr	June
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:** School Processes & Programs 1, 3				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to increase Dreambox growth month to month to close academic gaps.   **Root Cause**: There is a high percent of EB Learners who need direct math instruction.
Problem Statement 2: There is a need for more students to move from meets to masters on the Science STAAR test.   **Root Cause**: There is a high percent of EB learners with a high mobility rate .
Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.   **Root Cause**: There is a high percent of EB Learners on our campus.
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures.   **Root Cause**: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.   **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

School Processes & Programs
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined.   **Root Cause**: 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.
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established.   **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement year 8 of Leader in Me campus wide and continue to evaluate progress according to the Lighthouse Rubric to maintain Lighthouse Distinction.	**Formative**			**Summative**
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:** Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continue to collaborate with the VRE community, staff, and the district to maintain the VRE garden as a place to learn and reflect.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build an outdoor learning environment to support academics as well as staff and students SEL needs. **Staff Responsible for Monitoring:** Campus Administration, LeadershipTeam, Educators, **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 1416, (formerly known as HB4545), that focus on learners who have not met standard on state assessment and are in need of additional learning support.	**Formative**			**Summative**
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, 4 - School Processes & Programs 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

Strategy 5 Details	Reviews			
Strategy 5: Provide resources and specific training emphasizing how we can best help support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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, 2, 3				

Strategy 6 Details	Reviews			
Strategy 6: Continue to promote science vocabulary and hand-on experiences (EC-5) to enhance student performance to grow STAAR Science scores from 86 to 90 in the approaches category.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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, 3 - School Processes & Programs 1, 2				

Strategy 7 Details	Reviews			
Strategy 7: Analyze math TEKS - focusing on the high priority standards during weekly planning and prime time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 1, 4				

Strategy 8 Details		Reviews			
Strategy 8: Review math STAAR results with staff by math skill areas to support the School wide WIG.		**Formative**			**Summative**
Strategy's Expected Result/Impact: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators					
Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1					

Strategy 9 Details		Reviews			
Strategy 9: Post learning objectives for all subjects in the classroom.		**Formative**			**Summative**
Strategy's Expected Result/Impact: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators					
Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1					

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Problem Statements:

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

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. **Root Cause**: 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.

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Host a Future Leaders Day Expo for 4th and 5th grade learners to learn more about different careers available beyond high school.	**Formative**			**Summative**

Strategy's Expected Result/Impact: -Increased awareness about different career opportunities
    Staff Responsible for Monitoring: Counselor, Educators, Campus Administration
 	
    Problem Statements: Perceptions 1
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue Leader In Me program by providing various trainings, Light House committee involvement, Action Teams and classroom implementation.	**Formative**			**Summative**

Strategy's Expected Result/Impact: -Increased leadership among learners and educators through a better understanding of Leader In Me and the 7 Habits of Highly Effective People
    Staff Responsible for Monitoring: Campus Administration, Educators, Light House Committee, parents
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 1
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

Strategy 4 Details	Reviews			
Strategy 4: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 2, 4				

Performance Objective 1 Problem Statements:

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

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

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

   Evaluation Data Sources: Bulb, breakout groups, & student lead conferences

Strategy 1 Details				Reviews			
Strategy 1: Continue focusing on expectations for Bulb Digital Portfolio usage and implementation 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).				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: -Increase Innovation -Focus on growth mindset -Digital Portfolio training on as needed basis -Science Showcase -Leadership Notebooks **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, Gifted and Talented Facilitator, Language Acquisition Specialist, Librarian, Educators and Instructional Aides **Problem Statements:** Student Learning 3 - School Processes & Programs 3							
Strategy 2 Details				Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through 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.				**Formative**			**Summative**
				Nov	Feb	Apr	June
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:** Perceptions 1							

Strategy 3 Details	Reviews			
Strategy 3: Establish clear expectations for Bulb 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).	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 4 - School Processes & Programs 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There is a need to incorporate Texas English Language Proficient Assessment System (TELPAS) data into instructional planning.   **Root Cause**: There is a high percent of EB Learners on our campus.
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures.   **Root Cause**: There is a high percentage of EB learners and campus mobility rate (17.6%).

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.   **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established.   **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.

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

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

Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

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

Strategy 1 Details	Reviews			
Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 2, 4				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 2, 3, 4 - School Processes & Programs 1				
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

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

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

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

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

Evaluation Data Sources: Panorama Survey Data
Threat Assessment Data
MRA

Strategy 1 Details		Reviews			
Strategy 1: Aligned implementation of social emotional curriculum including class meetings/Star Huddle.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive Panorama Survey data		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor **Problem Statements:** School Processes & Programs 3					

Strategy 2 Details		Reviews			
Strategy 2: Continue providing training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in learner created digital products		**Nov**	**Feb**	**Apr**	**June**
Improve Educator proficiency in technology integration Positive learner and educator feedback **Staff Responsible for Monitoring:** Campus Administration, LeadershipTeam, Educators, Counselor **Problem Statements:** Perceptions 2					

Strategy 3 Details		Reviews			
Strategy 3: Align implementation of social emotional support structures: class meetings and restorative practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide social emotional support to all students as needed.		**Nov**	**Feb**	**Apr**	**June**
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					

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

Strategy 5 Details	Reviews			
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)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

Strategy 6 Details	Reviews			
Strategy 6: Health curriculum supports for implementation of health TEKS to support the whole child.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide physical and social emotional support to all students as needed through the Health TEKS.	**Nov**	**Feb**	**Apr**	**June**
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				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established.   **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.   **Root Cause**: Families are often unfamiliar with the expectations and practices of the US school system.
Problem Statement 2: There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year.   **Root Cause**: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe and responsive 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 Sources: Leader in Me Survey Data, Learning Walks, Classroom Observations, Learner Performance

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue Leader in Me practices for staff by identifying accountability partner and using Daily Boosters of the Seven Habits for current staff.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Perceptions 1				

Strategy 3 Details		Reviews			
Strategy 3: Review and analyze discipline data in order to look at equitable practices and interventions/supports.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in social/emotional well-being Positive student behavior		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor **Problem Statements:** School Processes & Programs 3					

Strategy 4 Details		Reviews			
Strategy 4: 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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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:** Perceptions 2					

Strategy 5 Details		Reviews			
Strategy 5: Continue meeting with new staff- New Stars.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide time for new staff to meet for additional support.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor **Problem Statements:** School Processes & Programs 3					

Strategy 6 Details	Reviews			
Strategy 6: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	Formative			Summative
	Nov	Feb	Apr	June
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:** Perceptions 2				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board. **Root Cause**: Families are often unfamiliar with the expectations and practices of the US school system.
Problem Statement 2: There is a need to continue refining our district and campus safety protocols as we work with Dallas County and the District Security Director this school year. **Root Cause**: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

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

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

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

Strategy 1 Details			Reviews			
Strategy 1: Provide awareness of Standard Response Protocol through compliance training.			**Formative**			**Summative**
Strategy's Expected Result/Impact: -Awareness of Standard Response Protocol			**Nov**	**Feb**	**Apr**	**June**
-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						
No Progress	Accomplished		Continue/Modify		Discontinue	

Performance Objective 3 Problem Statements:

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

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

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

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

Strategy 1 Details			Reviews			

Strategy 1: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.
    Strategy's Expected Result/Impact: Improve learner and staff social and emotional well-being.
    Staff Responsible for Monitoring: Campus Administration, LeadershipTeam, Educators, Counselor
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 1
			Formative			**Summative**

			Nov	**Feb**	**Apr**	**June**
Strategy 2 Details			**Reviews**			

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 - Perceptions 1
			Formative			**Summative**

			Nov	**Feb**	**Apr**	**June**
⚪ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue						

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board. **Root Cause**: Families are often unfamiliar with the expectations and practices of the US school system.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Supports (MTSS) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Results/Impact - Evidence of PLC/MTSS structures in professional learning - 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth. 1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS). - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama **Staff Responsible for Monitoring:** Campus Administration, Educators **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement online Professional Development resources to support the various needs of educators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Implementation of Professional Learning Communities throughout the campus	**Nov**	**Feb**	**Apr**	**June**
- Increase use of data to support evidence-based decisions **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1, 2				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

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

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.   **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined.   **Root Cause**: 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 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

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

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

Strategy 1 Details				Reviews			
Strategy 1: Streamline Response to Intervention process (including data analysis, standardized intervention tools, and progress monitoring) and make connections to the Professional Learning Community process.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Increase effectiveness of tiered interventions
 	
    - Increase usage of data to make evidence-based decisions
 	
    - Increase use of aligned resources to monitor learner progress
 	
    -Increase the use of Common Formative Assessments
 	
    -Increase the effectiveness of common intervention time
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators
 	
    Problem Statements: School Processes & Programs 2							

Strategy 2 Details				Reviews			
Strategy 2: Utilize resources (LLI kits, Raz Kids, TCRWP running records, MClass) to support dedicated enrichment and intervention time				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Usage of intervention and enrichment time
 	
    - Increase learner achievement and growth
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Digital Learning Coaches, GTI, Counselor, Language Acquisition Specialist
 	
    Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1, 2							

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement the CISD Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Results/impact	**Nov**	**Feb**	**Apr**	**June**
-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 Admin and Learning Coaches **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
Strategy 4: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Results/impact	**Nov**	**Feb**	**Apr**	**June**
- 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				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

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

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data.   **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined.   **Root Cause**: 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.
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established.   **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.
Perceptions
Problem Statement 1: Valley Ranch Elementary will continue to engage families and encourage community partnerships in conjunction with our PTO Board.   **Root Cause**: Families are often unfamiliar with the expectations and practices of the US school system.

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

Performance Objective 3: CISD will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

Evaluation Data Sources: Review data in eSchool to ensure success.

Strategy 1 Details				Reviews			
Strategy 1: Foster enthusiasm for the wide array of opportunities and services accessible to our entire community.				**Formative**			**Summative**
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				**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Identify relevant communication strategies to reach all subsets of key stakeholders.				**Formative**			**Summative**
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 **Problem Statements:** Perceptions 1, 2				**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details				Reviews			
Strategy 3: 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.				**Formative**			**Summative**
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 **Problem Statements:** Perceptions 1, 2				**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	**Reviews**			
Strategy 4: Drive collaboration between CISD and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Problem Statements:** Student Learning 3 - School Processes & Programs 1, 2, 3 - Perceptions 1				

Strategy 5 Details	**Reviews**			
Strategy 5: Develop a comprehensive system to ensure strategic partners invest in students' futures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Foster a path to student long range success.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 1				

Strategy 6 Details	**Reviews**			
Strategy 6: Implement personal device policy and practices as outlined in HB1481.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement and student success in the classroom. Increase online safety of all our students.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 1, 2				

Strategy 7 Details	**Reviews**			
Strategy 7: Explore and evaluate ways to support long-range budgeting needs for the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Exploring these budget needs will contribute to the overall success of the district.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

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

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause**: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 2: The Common Formative Assessment (CFA) creation process needs to become more refined. **Root Cause**: 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.
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established. **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.

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

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

Performance Objective 4: CISD 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.

    Evaluation Data Sources: Review data to ensure success.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Review o **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 2				

Strategy 2 Details		Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once a week during instructional days.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Secure campus and logged door sweeps. All staff will monitor doors daily to ensure closed and latched as they move in and out of the building. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 2		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a safe learning environment for staff and students. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 2		Nov	Feb	Apr	June

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 4 Problem Statements:

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

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Tutoring	199-11-6118-00-110-24-000-	$2,772.00
				Sub-Total	$2,772.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025