Coppell Independent School District

Valley Ranch Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Guiding Purpose

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

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Demographics

Demographics Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.   Valley Ranch serves a majority Asian student population in grades EC, K-5. In the 2023-24 school year, total enrollment was 545 which represents a decrease of -4.7% since 2019-20 (572 learners).

In 2023-24, the student population was 87.3% Asian, 3.4% White, 2.2% Hispanic, 3.6% African American, 0.7% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.5% multi-racial. Females made up 50.2% of the learners and males represented 49.8%. Our economically disadvantaged percentage was 4.4%.

Our Emergent Bilingual (EB) population consisted of 231 learners that made up 42.3% of our campus.   The top 5 foreign languages spoken by this student group were: Telugu (26.8%), Tamil (20.7%), Hindi (8.2%), Marathi (6%), and Urdu (5.1%). Additionally, 2.1% of our EBs were also economically disadvantaged.

Our 47 gifted and talented learners constituted 8.6% of our population. Our gender split in the GT group was 38.3% female and 61.7% male.   Of the four major ethnic groups, our GT learners were 85.1% Asian, 6.3% White, 4.2% Hispanic and 2.1% African American.

We had 71 learners that qualified for special education services, which represented 13% of our population. There were 4 learners with 504 accommodations, which was 0.7% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.87%, which increased by 0.7% from the prior year.

STAFFING

Valley Ranch employed 38 educators and 14 instructional aides in the 2023-24 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 4. The ethnic breakdown for the teaching staff was 7.8% Asian, 68.4% White, 15.7% Hispanic, 5.2% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.6% multi-racial. Females made up 100% of the educators and males represented 0%.

Overall, our educators had a varying level of professional experience: 15.7% (6) were new to teaching with 0-1 years of experience, 47.3% (18) had 2-5 years, 13.1% (5) had 6-10 years, 5.2% (2) had 11-15 years, 7.8% (3) had 16-20 years, and 10.5% (4) had more than 20 years. Looking at longevity within the district, 31.5% of our teachers had 0-1 years in district, 44.7% had 2-5 years, 10.5% had 6-10 years, 0% had 11-15 years, 5.2% had 16-20 years and 7.8% had more than 20 years. The average years of professional experience was 7.7 with 5.3 years in the district.

Advanced degrees were held by 13.1% of our teachers: 5 with master's degrees and 0 with doctorates.   Our campus principal had 43 years of career experience in a professional position (not necessarily as a principal) and 23 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 4 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 85.71%. For educational aides it was 70%. We hired 8 new teachers in 2023-24. The characteristics of our new teachers were as follows: 12.5% Asian, 62.5% White, 12.5% Hispanic, 0% African American, 100% female, 0% male, 37.5% new to teaching, 37.5% with 2-5 years of professional experience, 0% with 6-10 years, 12.5% with 11-15 years, 12.5% with 16-20 years, 0% with more than 20 years and 21% new to the campus. The average years of professional experience was 4.8 with 2 years in the district. 12.5% 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 23-24 BOY, MOY, EOY.

NWEA MAP:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click HERE for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Valley Ranch Elementary						
Total Students	50	52	31	37	46	32
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	34.21%	88.89%	42.86%	67.65%	17.39%
1 Level Higher	100%	42.11%	11.11%	57.14%	32.35%	78.26%
2 Levels Higher	0%	23.68%	0%	0%	0%	4.35%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	10%	5.77%	12.90%	0%	2.17%	0%
Intermediate	34%	26.92%	64.52%	40.54%	28.26%	6.25%
Advanced	36%	30.77%	16.13%	40.54%	50%	40.62%
Advanced High	20%	36.54%	6.45%	18.92%	19.57%	53.12%
Economic Disadvantage						
Total Students	1	1	1	-	2	-
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	-
Lower/Same Level	%	0%	100%	-	50%	-

	0324 TELPAS Kindergarten	**0324 TELPAS Grade 1**	**0324 TELPAS Grade 2**	**0324 TELPAS Grade 3**	**0324 TELPAS Grade 4**	**0324 TELPAS Grade 5**
1 Level Higher	%	0%	0%	-	50%	-
2 Levels Higher	%	100%	0%	-	0%	-
3 Levels Higher	%	0%	0%	-	0%	-
No Rating	0%	0%	0%	-	0%	-
Beginning	0%	0%	0%	-	0%	-
Intermediate	100%	0%	100%	-	50%	-
Advanced	0%	0%	0%	-	0%	-
Advanced High	0%	100%	0%	-	50%	-
American Indian/Alaskan Native						
Total Students	-	3	-	-	-	-
Date Taken	-	03/01/24	-	-	-	-
Lower/Same Level	-	50%	-	-	-	-
1 Level Higher	-	50%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
No Rating	-	0%	-	-	-	-
Beginning	-	0%	-	-	-	-
Intermediate	-	33.33%	-	-	-	-
Advanced	-	0%	-	-	-	-
Advanced High	-	66.67%	-	-	-	-
Asian						
Total Students	49	45	29	34	44	28
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	30.30%	88.24%	36.84%	71.88%	20%
1 Level Higher	100%	45.45%	11.76%	63.16%	28.12%	75%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
2 Levels Higher	0%	24.24%	0%	0%	0%	5%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	10.20%	6.67%	13.79%	0%	2.27%	0%
Intermediate	34.69%	24.44%	65.52%	35.29%	29.55%	3.57%
Advanced	34.69%	33.33%	13.79%	44.12%	52.27%	42.86%
Advanced High	20.41%	35.56%	6.90%	20.59%	15.91%	53.57%
Black/African American						
Total Students	-	1	-	-	1	1
Date Taken	-	03/01/24	-	-	03/01/24	03/01/24
Lower/Same Level	-	100%	-	-	0%	0%
1 Level Higher	-	0%	-	-	100%	100%
2 Levels Higher	-	0%	-	-	0%	0%
3 Levels Higher	-	0%	-	-	0%	0%
No Rating	-	0%	-	-	0%	0%
Beginning	-	0%	-	-	0%	0%
Intermediate	-	100%	-	-	0%	0%
Advanced	-	0%	-	-	0%	100%
Advanced High	-	0%	-	-	100%	0%
Hispanic						
Total Students	-	-	-	1	-	2
Date Taken	-	-	-	03/01/24	-	03/01/24
Lower/Same Level	-	-	-	100%	-	0%
1 Level Higher	-	-	-	0%	-	100%
2 Levels Higher	-	-	-	0%	-	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
3 Levels Higher	-	-	-	0%	-	0%
No Rating	-	-	-	0%	-	0%
Beginning	-	-	-	0%	-	0%
Intermediate	-	-	-	100%	-	0%
Advanced	-	-	-	0%	-	0%
Advanced High	-	-	-	0%	-	100%
Two or More Races						
Total Students	1	1	1	2	-	-
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	-	-
Lower/Same Level	%	100%	%	100%	-	-
1 Level Higher	%	0%	%	0%	-	-
2 Levels Higher	%	0%	%	0%	-	-
3 Levels Higher	%	0%	%	0%	-	-
No Rating	0%	0%	0%	0%	-	-
Beginning	0%	0%	0%	0%	-	-
Intermediate	0%	0%	0%	100%	-	-
Advanced	100%	100%	100%	0%	-	-
Advanced High	0%	0%	0%	0%	-	-
White						
Total Students	-	2	1	-	1	1
Date Taken	-	03/01/24	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	-	0%	100%	-	0%	%
1 Level Higher	-	0%	0%	-	100%	%
2 Levels Higher	-	100%	0%	-	0%	%
3 Levels Higher	-	0%	0%	-	0%	%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
No Rating	-	0%	0%	-	0%	0%
Beginning	-	0%	0%	-	0%	0%
Intermediate	-	50%	100%	-	0%	100%
Advanced	-	0%	0%	-	0%	0%
Advanced High	-	50%	0%	-	100%	0%
Currently Emergent Bilingual						
Total Students	50	52	31	37	46	32
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	34.21%	88.89%	42.86%	67.65%	17.39%
1 Level Higher	100%	42.11%	11.11%	57.14%	32.35%	78.26%
2 Levels Higher	0%	23.68%	0%	0%	0%	4.35%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	10%	5.77%	12.90%	0%	2.17%	0%
Intermediate	34%	26.92%	64.52%	40.54%	28.26%	6.25%
Advanced	36%	30.77%	16.13%	40.54%	50%	40.62%
Advanced High	20%	36.54%	6.45%	18.92%	19.57%	53.12%
Special Ed Indicator						
Total Students	10	9	3	2	3	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	42.86%	100%	50%	66.67%	0%
1 Level Higher	100%	57.14%	0%	50%	33.33%	100%
2 Levels Higher	0%	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Beginning	40%	22.22%	33.33%	0%	0%	0%
Intermediate	30%	44.44%	66.67%	50%	33.33%	0%
Advanced	30%	33.33%	0%	50%	33.33%	50%
Advanced High	0%	0%	0%	0%	33.33%	50%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Valley Ranch Elementary							
Total Students	83	83	97	97	99	99	99
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.61%	4.82%	4.12%	2.06%	3.03%	2.02%	5.05%
Did Not Meet High	7.23%	6.02%	1.03%	6.19%	3.03%	4.04%	12.12%
Approaches Low	9.64%	3.61%	9.28%	3.09%	3.03%	4.04%	3.03%
Approaches High	6.02%	14.46%	5.15%	6.19%	10.10%	7.07%	17.17%
Meets	22.89%	20.48%	18.56%	25.77%	13.13%	23.23%	16.16%
Masters	50.60%	50.60%	61.86%	56.70%	67.68%	59.60%	46.46%
Special Ed Indicator							
Total Students	10	10	7	7	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	10%	0%	14.29%	28.57%	25%	0%	25%
Did Not Meet High	10%	20%	0%	0%	12.50%	12.50%	37.50%
Approaches Low	10%	0%	14.29%	0%	12.50%	50%	12.50%
Approaches High	20%	40%	14.29%	0%	25%	0%	12.50%
Meets	30%	10%	14.29%	57.14%	12.50%	25%	0%
Masters	20%	30%	42.86%	14.29%	12.50%	12.50%	12.50%
Section 504							
Total Students	-	-	-	-	4	4	4

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
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%	25%
Meets	-	-	-	-	0%	25%	25%
Masters	-	-	-	-	100%	75%	50%
Currently Emergent Bilingual							
Total Students	38	38	47	47	34	34	34
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.26%	10.53%	6.38%	0%	2.94%	2.94%	8.82%
Did Not Meet High	10.53%	7.89%	2.13%	8.51%	2.94%	8.82%	17.65%
Approaches Low	18.42%	5.26%	17.02%	6.38%	2.94%	0%	5.88%
Approaches High	7.89%	18.42%	4.26%	8.51%	23.53%	8.82%	20.59%
Meets	26.32%	23.68%	31.91%	31.91%	23.53%	38.24%	17.65%
Masters	31.58%	34.21%	38.30%	44.68%	44.12%	41.18%	29.41%
First Year of Monitoring							
Total Students	-	-	2	2	-	-	-
Excluded	-	-	0%	0%	-	-	-
Did Not Meet Low	-	-	0%	0%	-	-	-
Did Not Meet High	-	-	0%	0%	-	-	-
Approaches Low	-	-	0%	0%	-	-	-
Approaches High	-	-	0%	0%	-	-	-
Meets	-	-	0%	0%	-	-	-
Masters	-	-	100%	100%	-	-	-
Second Year of Monitoring							
Total Students	3	3	6	6	1	1	1
Excluded	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	0%	0%	0%
Meets	0%	33.33%	0%	16.67%	0%	0%	100%
Masters	100%	66.67%	100%	83.33%	100%	100%	0%
Third Year of Monitoring							
Total Students	-	-	-	-	3	3	3
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%	33.33%	33.33%
Masters	-	-	-	-	100%	66.67%	66.67%
Asian							
Total Students	72	72	90	90	80	80	80
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	4.17%	5.56%	3.33%	0%	1.25%	0%	3.75%
Did Not Meet High	5.56%	4.17%	1.11%	6.67%	2.50%	2.50%	8.75%
Approaches Low	8.33%	4.17%	10%	3.33%	1.25%	1.25%	2.50%
Approaches High	1.39%	9.72%	4.44%	5.56%	10%	5%	13.75%
Meets	22.22%	20.83%	18.89%	26.67%	11.25%	22.50%	18.75%
Masters	58.33%	55.56%	62.22%	57.78%	73.75%	68.75%	52.50%
Black/African American							
Total Students	2	2	3	3	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	33.33%	66.67%	14.29%	28.57%	14.29%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	50%	0%	0%	0%	14.29%	14.29%	71.43%
Approaches Low	50%	0%	0%	0%	28.57%	28.57%	0%
Approaches High	0%	100%	33.33%	0%	14.29%	14.29%	0%
Meets	0%	0%	0%	0%	14.29%	0%	0%
Masters	0%	0%	33.33%	33.33%	14.29%	14.29%	14.29%
Hispanic							
Total Students	3	3	1	1	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	25%	0%	25%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	25%	25%
Approaches High	66.67%	33.33%	0%	0%	0%	0%	50%
Meets	33.33%	66.67%	0%	0%	25%	75%	0%
Masters	0%	0%	100%	100%	50%	0%	0%
Two or More Races							
Total Students	4	4	-	-	4	4	4
Excluded	0%	0%	-	-	0%	0%	0%
Did Not Meet Low	0%	0%	-	-	0%	0%	0%
Did Not Meet High	25%	50%	-	-	0%	0%	0%
Approaches Low	25%	0%	-	-	0%	0%	0%
Approaches High	25%	0%	-	-	0%	50%	75%
Meets	25%	0%	-	-	50%	25%	0%
Masters	0%	50%	-	-	50%	25%	25%
White							
Total Students	2	2	3	3	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	0%	0%	0%	0%	25%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	50%	100%	0%	33.33%	25%	0%	25%
Meets	50%	0%	33.33%	33.33%	0%	25%	25%
Masters	0%	0%	66.67%	33.33%	75%	50%	50%
Economic Disadvantage							
Total Students	4	4	5	5	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	20%	25%	12.50%	12.50%
Did Not Meet High	50%	25%	0%	0%	12.50%	12.50%	50%
Approaches Low	25%	0%	0%	0%	12.50%	25%	0%
Approaches High	0%	50%	20%	20%	12.50%	37.50%	25%
Meets	0%	0%	20%	0%	25%	12.50%	0%
Masters	25%	25%	60%	60%	12.50%	0%	12.50%

As we go into 2024-2025, 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 has one cart of MacBook Airs (20) and enough iPads so that grades K-5 are at 1:1 ratio. These devices are used on a regular basis. Educators make a point of using technology whenever appropriate to enhance and/or demonstrate student learning. We also have a team of 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. This year Valley Ranch Elementary will extend our learning through the Leader In Me program by partnering with a school in India 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 a six-day rotation. The specials team is actively involved during this time with the learners to give an extension of learning for art, PE, 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 is over 17% and is continues to affect learning for those students.

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 our campus undergoes renovation 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 our campus undergoes renovation 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 K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

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

Strategy 1 Details			Reviews			
Strategy 1: Educators and administrators will work collaboratively in a continuous cycle to address and respond to the four questions for each Valley Ranch learner through the Professional Learning Community process.			**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:** Student Learning 4 - School Processes & Programs 2						

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.	**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 **Staff Responsible for Monitoring:** Campus Administration, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Counselor **Problem Statements:** Student Learning 3, 4				

Strategy 3 Details	Reviews			
Strategy 3: Educators will utilize PrimeTime to unpack standards, determine what proficiency looks like, develop common assessments and plan for intervention and extension/enrichment on a six-day rotation schedule.	**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 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 3, 4 - School Processes & Programs 1				

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: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - High quality Tier I instruction for learners	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

Strategy 7 Details	Reviews			
Strategy 7: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.	**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 4 - School Processes & Programs 2				

Strategy 8 Details	Reviews			
Strategy 8: Continue small group math instruction using embedded intervention strategies in the curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High quality Tier I instruction for learners	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

Strategy 9 Details	**Reviews**			
Strategy 9: Provide professional development on Sheltered Instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High quality Tier I instruction for learners	**Nov**	**Feb**	**Apr**	**June**
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, administrators, and staff to CISD.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Result/Impact -Growth in new educators, administrators 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:** Student Learning 4 - School Processes & Programs 1				

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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 3				

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Performance Objective 1 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 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 training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**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 4				

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 3, 4 - School Processes & Programs 1				

Strategy 3 Details		Reviews			
Strategy 3: Resources educators have access to include:		**Formative**			**Summative**
-mClass - Dreambox -DRA - RAZ - Reflex Math -Gizmos - Brain Pop Jr. - Brain Pop - Tumble Books - PebbleGo -Flocabulary		**Nov**	**Feb**	**Apr**	**June**
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 4					

Strategy 4 Details		Reviews			
Strategy 4: Implement a school wide Wildly Important Goal (WIG) that will monitor growth in the area of math using Dreambox .		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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					

Strategy 5 Details		Reviews			
Strategy 5: The team Wildly Important Goal (WIG) will be established to help monitor individual class math goals through monthly assessments.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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					

Strategy 6 Details	Reviews			
Strategy 6: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through Professional Learning Communities (PLC's) structures and processes.	**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 **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1, 2				

Strategy 7 Details	Reviews			
Strategy 7: We will utilize Comp Ed Funds ($2,772) 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 4 **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 ($7,500) 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, 4 - 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**
	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 4				

Strategy 10 Details	Reviews			
Strategy 10: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Results/Impact
- Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)
- Alignment across the district of data tools being used throughout the year to find strengths and needs of learners
-Increased knowledge of educators with data analysis and differentiation of instruction
-Ease on educators for viewing various pieces of data in one location
- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)
- Training for early childhood educators and administrators regarding culturally responsive interventions
- Training for evaluation staff regarding culturally responsive evaluation practices
- Increase family and parent engagement with MTSS processes and Special Education processes
- Strengthen family engagement of MTSS process
    Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides
 	
    Problem Statements: Student Learning 4				

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**
	Nov	**Feb**	**Apr**	**June**

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				

Strategy 12 Details	Reviews			
Strategy 12: We will utilize Homeless Federal Grant Allocation ($1356.17) to support our identified learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support our students who fall into this category with exta supplies.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Counselor **Problem Statements:** Perceptions 1				

Strategy 13 Details	Reviews			
Strategy 13: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.	**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 14 Details	Reviews			
Strategy 14: Strengthen and focus on support systems for behavior (PBIS)- Positive Behavior Intervention and Support) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.	**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				

Strategy 15 Details		Reviews		
Strategy 15: 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 **Title I:** 2.4, 2.6 **Problem Statements:** Perceptions 1					

Strategy 16 Details		Reviews		
Strategy 16: 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 **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4					

Strategy 17 Details		Reviews		
Strategy 17: Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Results/Impact -Growth across the district in academic performance for economically disadvantaged 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 **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 4				

Strategy 18 Details		Reviews		
Strategy 18: 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 3				

0% No Progress   100% 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 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 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement year 6 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:** School Processes & Programs 3	**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:** School Processes & Programs 3	**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 4	**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 4 - School Processes & Programs 3				

Strategy 6 Details	Reviews			
Strategy 6: Continue to promote science vocabulary and hand-on experiences (K-5) to enhance student performance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Science vocabulary instruction will impact students throughout the school year.	**Nov**	**Feb**	**Apr**	**June**
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, 2				

Strategy 7 Details	Reviews			
Strategy 7: Analyze math TEKS - focusing on the high priority standards during weekly planning and prime time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Focused math instruction will impact students throughout the school year.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators **Problem Statements:** Student Learning 1				

Strategy 8 Details			Reviews			
Strategy 8: Review math STAAR results with staff by math skill areas.			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, 4						

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 3, 4 - School Processes & Programs 1						

0% No Progress   100% 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 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 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	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, Educators, Campus Administration				
Problem Statements: School Processes & Programs 3				

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	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, Educators, Light House Committee, parents				
Problem Statements: School Processes & Programs 3				

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 **Title I:** 2.5 **Problem Statements:** School Processes & Programs 3					

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 4 - School Processes & Programs 3					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measures.   **Root Cause**: There is a high percentage of EB learners and campus mobility rate (17.6%).
School Processes & Programs
Problem Statement 3: There is a need to continue with improving relations to ensure positive relationships are established.   **Root Cause**: There is a need to address how mental health issues affecting the lives of our community and to promote a positive work environment.

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 utilizing digital portfolios (Bulb Platform) to provide opportunities for highlighting the process and products of learning.	**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 1, 2, 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**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: School Processes & Programs 3				

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 1, 2, 3, 4				

0% No Progress   100% 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 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 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 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide training 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 tools 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 4				
0% No Progress 100% 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.
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, inclusive and responsive environment.

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

Evaluation Data Sources: Panorama Survey Data
Threat Assessment Data
MRA

Strategy 1 Details		Reviews			
Strategy 1: Aligned implementation of social emotional curriculum including class meetings/Star Huddle.		**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:** School Processes & Programs 3					

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				

0% No Progress	100% 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.

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

Performance Objective 2: CISD will continue to 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				

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				

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:** School Processes & Programs 3 - Perceptions 1, 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:** School Processes & Programs 3				

0% No Progress   100% 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 our campus undergoes renovation 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, inclusive and responsive environment.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide awareness of Standard Response Protocol through compliance training.	**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				
0% No Progress　　100% 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 our campus undergoes renovation 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, inclusive 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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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					
Strategy 2 Details		Reviews			
Strategy 2: Continue to focus on social emotional learning/well-being for staff.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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					
0% No Progress 100% 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.

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 4				

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 3, 4 - School Processes & Programs 1, 2, 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 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 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 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: Student Learning 4					

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 3, 4 - School Processes & Programs 1					

Strategy 3 Details	Reviews			
Strategy 3: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Results/impact - Strategic plan advocacy deck - focused on the 7 pillars - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile -Showcase learner growth of the whole child **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: Implement the CISD Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Results/impact -Alignment within evaluation practices across the district - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches **Problem Statements:** School Processes & Programs 3				

0% No Progress   100% 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.

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

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

Evaluation Data Sources: Budget Reports
District Feedback

Strategy 1 Details	Reviews			
Strategy 1: 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 Administration, Campus Leadership Team **Problem Statements:** Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.	**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 of current district practices and staff hired to help support safety **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, 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: Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the district, the CISD Strategic Design Committee and working through upcoming CISD bond projects.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Bond communication with the community will increase awareness and success of all projects. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, GTi Facilitator, Language Acquisition Specialist, Librarian, Educators, Instructional Aides **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
Strategy 4: VRE Security Office will be on campus full-time assisting with safety issues and monitor the grounds to ensure safety through out the school day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

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.

Perceptions

Problem Statement 2: There is a need to continue refining our district and campus safety protocols as our campus undergoes renovation 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