

Coppell Independent School District
Valley Ranch Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

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

Guiding Purpose

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative placement school. Valley Ranch Elementary serves a predominantly Asian student population in grades K-5. In the 2017-18 school year, total enrollment was 628 which represents a decrease of 10.3% since 2013-14 (700 learners).

In 2017-18, the K -5 student population was 87.4% Asian, 4.8% White, 3.2% Hispanic, 2.1% African American, 0.3% Native Hawaiian/Pacific Islander, 0 % American Indian/Alaskan Native and 2.2% Two or More ethnicities. Females made up 49.2% of the learners and males represented 50.8%. Our economically disadvantaged percentage was 5.1%.

Our K-5 English Learner (EL) population consisted of 231 learners that made up 36.8% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (23.8%), Hindi (19.0%), Tamil (16.4%), Kannada(Kanarese) (6.9%), and Urdu (5.6%). Additionally, 4.8% of our ELs were also economically disadvantaged.

Our 61 gifted and talented learners in K-5 constituted 9.7% of our population. Our gender split in the GT group was 39.3% female and 60.7% male. Of the four major ethnic groups, our GT learners were 95.1% Asian, 3.3% White, 0% Hispanic and 0% African American learners.

We had 35 learners in K-5 that qualified for special education services, which represented 5.6% of our population. There were 8 learners with 504 accommodations, which was 1.3% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 96.4%, a decrease of 0.6% from the prior year.

STAFFING

Valley Ranch Elementary employed 37 teachers and 5 instructional aides in the 2017-18 school year. The number of teachers remained the same from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 2.7% Asian, 86.5% White, 5.4% Hispanic, 5.4% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 0% Two or More ethnicities. Females made up 97.3% of the staff and males represented 2.7%.

Overall, our teachers had a varying level of professional experience: 24.3% (9) were new to teaching with 0-1 years of experience, 37.8% (14) had 2-5 years, 8.1% (3) had 6-10 years, 16.2% (6) had 11-15 years, 5.4% (2) had 16-20 years, and 8.1% (3) had more than 20 years. Looking at longevity within the district, 43.2% of our teachers had 0-1 years in the district, 32.4% had 2-5 years, 2.7% had 6-10 years, 13.5% had 11-15 years, 8.1% had 16-20 years and 0% had more than 20 years. The average years of professional experience were 6.94 with 4.89 years in the district.

Advanced degrees were held by 18.9% of our teachers: 7 with master's degrees and 0 with doctorates. Our campus principal had 37 years of career experience in a professional position (not necessarily as a principal) and 17 years in Coppell. Our assistant principal(s) had an average of 15 years of professional experience and 3 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 75.7%. For educational aides, it was 50%. We hired 9 new teachers in 2017-18. The characteristics of our new teachers were as follows: 100% White, 100% female, 44.4% new to teaching, 44.4% with 2-5 years of professional experience, 11.1% with 6-10 years and 66.7% new to the district. The average years of professional experience were 2.13 with 0.75 years in the district. 22.2% of our new teachers had advanced degrees.

Demographics Strengths

There are many strengths at Valley Ranch Elementary.

- The student population is 84% Asian and they value education which is a strength for our school.

- Our community involvement with stakeholders is a strength.
- Our entire staff is committed to the success for all learners.
- We provide support for all staff, with an open door policy 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 an increase of learners who continue to be tardy to school on a daily basis. **Root Cause:** Parents don't have an urgency to get their child to school on time.

Problem Statement 2: Our mobility rate is 17.7%, as compared to the state at 16.2% and the district at 6.9%. **Root Cause:** Job relocation for parents, family in India, purchase a home, visas have expired.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas are assessed using 4 state accountability areas. TEA Ratings for the 2017-2018 school year are noted below. Valley Ranch Elementary showed improvement in all four indices.

Index 1: Student Achievement - Met Standard

Index 2: Student Progress -Met Standard

Index 3: Closing Performance Gaps - Met Standard

Index 4: Post-secondary Readiness - Met Standard

This year VRE received six out of six for the "Distinction Designations" by the state for the academic indicators as part of the 2018 Academic Accountability Indicators report.

On the 2018 STAAR, the following scores for all grades show the percentage at approaches grade level or above.

Reading:

3rd grade: 94% (+5%)

4th grade: 92% (-3%)

5th grade: 98% (+7%)

Math:

3rd grade: 97% (+2%)

4th grade: 94% (-1%)

5th grade: 99% (+5%)

Writing:

4th grade: 89% (-3%)

Science:

5th grade: 98% (+9%)

Math	Approaches	Meet	Masters
3rd Grade	97.89%	92.63%	70.53%
4th Grade	93.81%	77.88%	56.64%
5th Grade	98.98%	92.86%	76.53%

READING	Approaches	Meets	Masters
3rd Grade	94.74%	74.74%	48.42%
4th Grade	90.27%	76.11%	53.10%
5th Grade	97.96%	87.76%	64.29%

Writing/Science	Approaches	Meets	Masters
4th Grade Writing	87.5%	73.21%	41.07%
5th Grade Science	97.96%	77.55%	55.10%

A deep analysis of the above scores by grade level and student groups reveals that almost all student groups have shown growth when comparing the 2017/2018 STAAR data with the 2016/2017 STAAR data. Intervention and extension strategies will be implemented based on student and campus needs to ensure maximum growth in all populations.

Student Academic Achievement Strengths

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

- 3rd grade LEP showed improvement from the 2017 STAAR data to the 2018 STAAR data.
- There has been a school-wide focus on science which resulted in an increase of 9% points in the 2018 STAAR data.
- The data shows that VRE is effectively closing the achievement gap for the same group of learners over a three-year timeframe.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student performance in the area of writing decreased across student population groups. **Root Cause:** Insufficient application of writing strategies across grade levels and content areas.

Problem Statement 2: There is an inadequate number of 3-5 grade learners moving from the "Approaches" standard to the "Meets" standard when analyzing current and longitudinal STAAR data. **Root Cause:** There is a high percentage of EL learners and the campus mobility rate (17.1%).

Problem Statement 3: Research shows that between 5-12% of learners have dyslexia. We are significantly below the research identified data for identification of learners with dyslexia. **Root Cause:** Based on our high LEP learner population, there is a challenge to determine whether learners who have spelling, writing and/or phonics struggles are language acquisition concerns or dyslexia concerns.

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 PLC meetings are held to target lesson planning, data review, strategic planning and professional learning.

Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a PBL planning time once per 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. Teachers observe each other in a collaborative learning spirit. Creating innovative learners who can actively find and solve problems is at the core of our focus. Programs such as Genius Hour 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 and 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 Digital Learning Coach who assists our teachers with exposure to new technology and designing classroom lessons using technology.

This year Valley Ranch Elementary is implementing the Leader In Me program. 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 over the next three years.

There is a lack of School Resource Officer presence on our campus and police coverage in our community. Many attempts have been made to have an SRO available to our school.

School Processes & Programs Strengths

Valley Ranch Elementary's process and program strengths include:

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. **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:** There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

Problem Statement 3: There is a need to strengthen the school culture and climate. **Root Cause:** There is not a consistent plan to address strengthening the school culture and climate.

Problem Statement 4: There is not a School Resource Officer assigned to our school. **Root Cause:** We are a Coppell ISD school, located in Irving, Texas.

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, curriculum nights, fall and spring content based parent meetings and movie nights all serve to help bring parents and school staff together toward a common purpose. In addition, we encourage our parents to participate in professional development. For example, two parents participated in the August Leader In Me training.

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

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

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

Campus discipline data reflects minimal office referrals with strong classroom management practices set in place by the educators. The educators dedicate time at the beginning of the school and are proactive in teaching and practicing routines. 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, School Messenger/Parent Link)
- Utilization of parent volunteers to support special events (field day, science fair, book fair, community night)
- Maintaining relationships with business partners (Los Colinas Federal Credit Union, Omni Hotel)
- Campus Improvement 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 which 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 Leadership Council and 3rd, 4th and 5th grade learners for various other leadership roles.
- Master schedule to ensure a limited number of students on the playground at a time

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our school's mobility rate is 17.7% , which is the highest in the district. **Root Cause:** Our school is located in a transient area with many apartment complexes and our parents whose employment is determined by work visas.

Problem Statement 2: Valley Ranch Elementary experiences a limited engagement on the part of families from other countries with cultural differences. **Root Cause:** Families are often unfamiliar with the expectations and practices of the US school system.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 Source(s) 1: UbD Units and Plans, CFA data, Classroom Observations, CISD ELAR Look For Document

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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 PLC process.	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator	- High quality Tier I instruction for learners				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
2) Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies.	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator	- High quality Tier I instruction for learners - Utilization of a checklist of look fors highlighting specific instructional strategies in all content areas from the district				
Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 1, 2						
3) Educators will utilize PrimeTime to unpack standards, determine what proficiency looks like, develop common assessments, analyze common assessment, and plan for intervention and enrichment on a six-day rotation schedule.	Campus Administration	-Learners will demonstrate mastery of grade level standards. -Educators will share and implement best practices based on team collaboration.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Student performance in the area of writing decreased across student population groups. **Root Cause 1:** Insufficient application of writing strategies across grade levels and content areas.

Problem Statement 3: Research shows that between 5-12% of learners have dyslexia. We are significantly below the research identified data for identification of learners with dyslexia. **Root Cause 3:** Based on our high LEP learner population, there is a challenge to determine whether learners who have spelling, writing and/or phonics struggles are language acquisition concerns or dyslexia concerns.

School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. **Root Cause 1:** 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 2:** There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

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 Source(s) 2: BOY/MOY/EOY district assessment data, Common formative assessments, flexible groups, Learner interest surveys, RTI data, STAAR Data, TELPAS data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Data analysis protocols will be identified and utilized to enhance student learning outcomes	Campus Administration, Instructional Coach, Educators	-Use of data analysis protocol -Support for the implementation of data analysis protocols from the Instructional Coach. -Professional Learning Community data -Increased student achievement				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
2) K-5 educators will complete and review district benchmark assessments, BOY/MOY/EOY, CFAs as well as classroom observations in order to collaboratively provide timely intervention and enrichment.	Campus Administration, Instructional Coach, GTi Facilitator, Educators	-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				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Student performance in the area of writing decreased across student population groups. Root Cause 1: Insufficient application of writing strategies across grade levels and content areas.

School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. **Root Cause 1:** 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 2:** There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

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: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Source(s) 3: Educator and learner surveys, Classroom observations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implementation of Leader In Me program across grade levels with support and parent involvement	Campus Administration, PTO, Educators, Counselor, Community Members	-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				
Problem Statements: Demographics 1 - Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

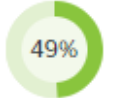




Demographics
Problem Statement 1: There is an increase of learners who continue to be tardy to school on a daily basis. Root Cause 1: Parents don't have an urgency to get their child to school on time.
Perceptions
Problem Statement 2: Valley Ranch Elementary experiences a limited engagement on the part of families from other countries with cultural differences. Root Cause 2: 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 4: STAAR scores at the approaches or meets standard will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 4: STAAR data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to campus educators in supporting all learners through the Professional Learning Community/Response to Intervention process Provide tutoring to support learners in closing achievement gaps across the curriculum.	Campus Administration, Instructional Coach, ESL facilitator, Media Specialist, Digital Learning Coach	-Trainings developed and implemented -Response to Intervention process clearly defined and supported with resources -Increase academic achievement and growth for all learners -Provide tutoring in grades 3-5.				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: 199 - State Comp Ed - 5868.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Our mobility rate is 17.7%, as compared to the state at 16.2% and the district at 6.9%. Root Cause 2: Job relocation for parents, family in India, purchase a home, visas have expired.
Student Academic Achievement
Problem Statement 1: Student performance in the area of writing decreased across student population groups. Root Cause 1: Insufficient application of writing strategies across grade levels and content areas.
Problem Statement 2: There is an inadequate number of 3-5 grade learners moving from the "Approaches" standard to the "Meets" standard when analyzing current and longitudinal STAAR data. Root Cause 2: There is a high percentage of EL learners and the campus mobility rate (17.1%).
School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. **Root Cause 1:** 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 2:** There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

Perceptions

Problem Statement 1: Our school's mobility rate is 17.7% , which is the highest in the district. **Root Cause 1:** Our school is located in a transient area with many apartment complexes and our parents whose employment is determined by work visas.

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 5: STAAR scores for LEP learners at the "Approaches and Meets" standard will increase over the previous year in areas of reading (3rd-5th) and writing (4th).

Evaluation Data Source(s) 5: STAAR data.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continued training and usage of ELlevation and SIOP training will be provided to emphasize interventions, extensions, and enrichment	Campus Administration, ESL Facilitator, Instructional Coach	-Increase in STAAR scores for EL learners				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						
2) Provide tutoring during school hours for at-risk EL learners	Campus Administration, ESL Facilitator, Instruction Coach	-Increase in STAAR scores for EL learners				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

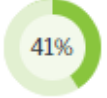




Student Academic Achievement
Problem Statement 1: Student performance in the area of writing decreased across student population groups. Root Cause 1: Insufficient application of writing strategies across grade levels and content areas.
Problem Statement 2: There is an inadequate number of 3-5 grade learners moving from the "Approaches" standard to the "Meets" standard when analyzing current and longitudinal STAAR data. Root Cause 2: There is a high percentage of EL learners and the campus mobility rate (17.1%).
School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. Root Cause 1: 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 2: There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

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 6: VRE will align our writing instruction with the CISD writing workshop expectations.

Evaluation Data Source(s) 6: Writing rubrics, training at staff meeting, STAAR, Aware data, BOY/MOY/EOY data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Embedded supports within the curriculum and specific training will be provided that emphasize interventions, extensions, and enrichment for the writing process	Campus Administration, Educators, Instructional Coach, GTi Facilitator, ESL Facilitator	-Increased writing proficiency for all learners. -Training for educators on specific classroom strategies to support interventions, extensions and enrichments for the writing process				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 6 Problem Statements:

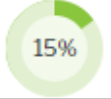


Student Academic Achievement
Problem Statement 1: Student performance in the area of writing decreased across student population groups. Root Cause 1: Insufficient application of writing strategies across grade levels and content areas.
Problem Statement 2: There is an inadequate number of 3-5 grade learners moving from the "Approaches" standard to the "Meets" standard when analyzing current and longitudinal STAAR data. Root Cause 2: There is a high percentage of EL learners and the campus mobility rate (17.1%).
School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth. Root Cause 1: 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 2: There is a lack of understanding on how to create a CFA, interpret CFA data and then determine next steps.

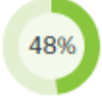
Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

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 Source(s) 1: Leader In Me, Genius Hour, Career Day, PBL Projects,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Host a career day for learners to learn more about different careers available beyond high school.	Counselor, Educators, Campus Administration	-Increased awareness about different career opportunities				
Problem Statements: Perceptions 2						
2) Implement Leader In Me program through various trainings, Light House committee, Leader In Me mentor, and classroom implementation	Campus Administration, Educators, Light House Committee, parents	-Increased leadership among learners and educators through a better understanding of Leader In Me and the 7 Habits of Highly Effective People				
Problem Statements: School Processes & Programs 3						
3) Utilize PBL projects and genius hour times to increase real world awareness.	Campus Administration, Educators, GTi Facilitator, ESL Facilitator, Instructional Coach, Digital Learning Coach	-Increase awareness of college and career opportunities				
Problem Statements: School Processes & Programs 1 - Perceptions 2						

4) Provide resources to learners enhancing curriculum connections to real-world application in learning	Campus Administration, Educators,	-Provide opportunities that highlight real world application in lesson design -Use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities				
Problem Statements: Perceptions 2						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

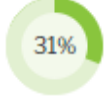




School Processes & Programs	
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth.	Root Cause 1: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.
Problem Statement 3: There is a need to strengthen the school culture and climate. Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.	
Perceptions	
Problem Statement 2: Valley Ranch Elementary experiences a limited engagement on the part of families from other countries with cultural differences. Root Cause 2: Families are often unfamiliar with the expectations and practices of the US school system.	

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

Performance Objective 2: All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

Evaluation Data Source(s) 2: Bulb, SeeSaw, PBL Presentations, Open House, Student Lead Conferences, Fall and Spring Parent Meetings

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement digital portfolios to provide opportunities for highlighting the processes and products of learning	Campus Administration, Educators, Media Specialist, Digital Learning Coach	-Learner digital portfolios -Digital Portfolio training on as needed basis				
Problem Statements: Student Academic Achievement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

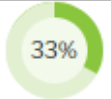

Student Academic Achievement
Problem Statement 1: Student performance in the area of writing decreased across student population groups. Root Cause 1: Insufficient application of writing strategies across grade levels and content areas.

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

Performance Objective 1: All K through 5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

Evaluation Data Source(s) 1: Digital Learning Coach, digital citizenship website, and Clarity data.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Utilize the district-wide Digital Citizenship Schoology course for educator access and implementation	Campus Administration, Media Specialist, Digital Learning Coach	-Implementation and documentation of access and usage of resources -Increase appropriate use of digital resources				
						

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

Performance Objective 2: VRE will continue to investigate, explore and create tools/strategies that support our families ability to enhance and extend their child's learning.

Evaluation Data Source(s) 2: Leader In Me parent meetings, fall and spring curriculum meetings, new to VRE parent breakfast, science fair, Star Weekly, web-based curriculum tools (Raz Kids, iXL, Reflex Math, iStation, etc...)

Summative Evaluation 2:

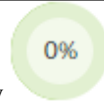
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) When available, receive training and utilize the district's translation tool to provide communication in multiple languages	Campus Administration, ESL Facilitator, Instructional Coach, Digital Learning Coach	-Translate documents and/or resources -Parent satisfaction survey, specifically on district communication				
Problem Statements: Demographics 2 - Perceptions 2						
2) Offer a monthly (Oct -April) new to VRE parent meeting to assist with the understanding of VRE culture and school processes and programs.	Campus Administration, Educators	-Increased awareness of school processes and programs.				
Problem Statements: Demographics 2 - Perceptions 1, 2						
3) Host BOY/Fall/Spring parent meetings to share about curriculum, PBL, Leader In Me and web-based curriculum tools available to learners.	Campus Administration, Educators, PTO, Digital Learning Coach, Instructional Coach, GTi Facilitator, ESL Facilitator	-Increased parent engagement -Increased parent understanding of web-based tools and school processes and programs				
Problem Statements: Demographics 1, 2 - School Processes & Programs 3 - Perceptions 1, 2						
4) Create a video for parents to watch that explains what digital citizenship looks like at VRE and how parents can support digital citizenship at home.	Campus Administrators, Digital Learning Coach	-Parents and learners have a better understanding of digital citizenship and the use of technology at school.				
Problem Statements: School Processes & Programs 3 - Perceptions 2						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is an increase of learners who continue to be tardy to school on a daily basis. Root Cause 1: Parents don't have an urgency to get their child to school on time.
Problem Statement 2: Our mobility rate is 17.7%, as compared to the state at 16.2% and the district at 6.9%. Root Cause 2: Job relocation for parents, family in India, purchase a home, visas have expired.
School Processes & Programs
Problem Statement 3: There is a need to strengthen the school culture and climate. Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.
Perceptions
Problem Statement 1: Our school's mobility rate is 17.7% , which is the highest in the district. Root Cause 1: Our school is located in a transient area with many apartment complexes and our parents whose employment is determined by work visas.
Problem Statement 2: Valley Ranch Elementary experiences a limited engagement on the part of families from other countries with cultural differences. Root Cause 2: Families are often unfamiliar with the expectations and practices of the US school system.

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

Performance Objective 3: VRE will continue to support training for stakeholders in order to eliminate bias in instruction, assessment, and communication.

Evaluation Data Source(s) 3: In-school workshop on various cultures.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide additional cultural awareness training to educators	Campus Administration, ESL Facilitator	-Increase awareness of cultural differences				
Problem Statements: Demographics 1, 2 - Perceptions 1, 2						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is an increase of learners who continue to be tardy to school on a daily basis. Root Cause 1: Parents don't have an urgency to get their child to school on time.
Problem Statement 2: Our mobility rate is 17.7%, as compared to the state at 16.2% and the district at 6.9%. Root Cause 2: Job relocation for parents, family in India, purchase a home, visas have expired.
Perceptions
Problem Statement 1: Our school's mobility rate is 17.7% , which is the highest in the district. Root Cause 1: Our school is located in a transient area with many apartment complexes and our parents whose employment is determined by work visas.
Problem Statement 2: Valley Ranch Elementary experiences a limited engagement on the part of families from other countries with cultural differences. Root Cause 2: Families are often unfamiliar with the expectations and practices of the US school system.

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

Performance Objective 4: VRE will provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 4: Leader In Me, student lead jobs, CISD Classroom Mgmt Framework, monthly classroom visits by the school counselor, new to VRE student lunch program.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement resources and training to meet a wide variety of behavioral needs	Campus Administration, Counselor, Safety Committee, Nurse	- CISD Classroom Management Framework Training - Provide opportunities for training of Leader In Me - Increase in learner positive behavior - Decrease number of office referrals for behavior				
Problem Statements: Demographics 1 - School Processes & Programs 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is an increase of learners who continue to be tardy to school on a daily basis. Root Cause 1: Parents don't have an urgency to get their child to school on time.
School Processes & Programs
Problem Statement 3: There is a need to strengthen the school culture and climate. Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.

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

Performance Objective 5: VRE will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Source(s) 5: Campus Standard Response Protocol procedures and documentation of drills, safety team meeting (including MAT team)

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide awareness of Standard Response Protocol at a staff training.	Campus Administration, Educators, SRO	-Awareness of Standard Response Protocol -Campus Standard Response Protocol procedures and documentation of drills - Intentional planning for individuals with disabilities if needed				
Problem Statements: School Processes & Programs 4						
2) We will work with CISD to secure a School Resource Officer from the Irving Police Department.	Campus Administration	-Improved security and safety on campus.				
Problem Statements: School Processes & Programs 4						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:






School Processes & Programs
Problem Statement 4: There is not a School Resource Officer assigned to our school. Root Cause 4: We are a Coppell ISD school, located in Irving, Texas.

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 professional learning for the continued implementation of Professional Learning Communities (PLCs).

Evaluation Data Source(s) 1: PrimeTime schedule, faculty meetings, professional learning, PLC resource kit and books, Solution Tree training and website.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Attend training provided by Solution Tree for our district Professional Learning Community Coaching Academy	Campus Administration, Educators	- Implementation of Professional Learning Communities throughout the campus - Increase use of data to support evidence-based decisions				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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 calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners.

Evaluation Data Source(s) 2: Answer the 4 PLC questions.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews							
			Formative			Summative				
			Nov	Feb	Apr	June				
1) Streamline RtI process (including data analysis, standardized intervention tools, and progress monitoring) and make connections to the PLC process	Campus Administration, Instructional Coach	- 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										
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2										
2) Provide training and resources to support dedicated enrichment and intervention time	Campus Administration, Instructional Coach, Digital Learning Coach, GTI, Counselor, ESL	- Usage of intervention and enrichment time								
		- Increase learner achievement and growth								
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2										
= Accomplished = Continue/Modify = No Progress = Discontinue										

Performance Objective 2 Problem Statements:

Student Academic Achievement
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Problem Statement 2: There is an inadequate number of 3-5 grade learners moving from the "Approaches" standard to the "Meets" standard when analyzing current and longitudinal STAAR data. **Root Cause 2:** There is a high percentage of EL learners and the campus mobility rate (17.1%).

School Processes & Programs

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

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

Performance Objective 3: VRE will create professional learning informed by qualitative and quantitative data sources.

Evaluation Data Source(s) 3: Professional learning is based on data collected by the campus (Clarity, STAAR, TELPAS, DRA, PLC surveys, etc...).

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Utilize data to create an evidence-based campus Professional Learning Plan	Campus Administrators, Site-Based Decision Making Committee, Instructional Coach, GTi Facilitator, ESL Facilitator, Digital Learning Coach	- Create and implement a campus professional learning plan - Relevant professional learning based on individual goals				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 3						
2) Utilize Schoology as a campus repository of professional learning experiences	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator, Digital Learning Coach	- Create and implement a campus professional learning plan - Relevant professional learning based on individual goals				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
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School Processes & Programs

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Problem Statement 3: There is a need to strengthen the school culture and climate. **Root Cause 3:** There is not a consistent plan to address strengthening the school culture and climate.

A Site Based Committee

Committee Role	Name	Position
Administrator	Cynthia Arterbery	Principal
Administrator	Mary Myles French	Assistant Principal
Classroom Teacher	Jeff Matthews	5th grade team lead
Classroom Teacher	Tammy Olsen	4th grade team lead
Classroom Teacher	Nadya Gulam	3rd grade team lead
Classroom Teacher	Ashley Knutson	2nd grade team lead
Classroom Teacher	Shannon Duggan	1st grade team lead
Classroom Teacher	Sandra Braden	Kinder team lead
Classroom Teacher	Kathleen Winfrey	ELAR Content Specialist
Classroom Teacher	Kyle Steele	Social Studies Content Specialist
Classroom Teacher	Catherine Hatley	Math Content Specialist
Classroom Teacher	Sarah Frances Mickle	Science Content Specialist
Business Representative	Susie Mayes	member
Community Representative	Cathy Bennett	member
Parent	Meenakshi Sharma	parent member
Parent	Kily Malden	parent member
District-level Professional	Nancy Garvey	Director of Digital Learning

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Tutoring		\$5,868.00
Sub-Total					\$5,868.00
Grand Total					\$5,868.00