

Coppell Independent School District

Valley Ranch Elementary

2019-2020



Mission Statement

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

Guiding Purpose

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Valley Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Valley Ranch serves a majority Asian student population in grades K-5. The total enrollment increased 9.2% from 638 learners in 2014-15 to 697 learners in 2018-19.

In 2018-19, the student population was 85.3% Asian, 5.7% White, 4% Hispanic, 2.3% African American, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 2.1% multi-racial. Females made up 47.4% of the learners and males represented 52.5%. Our economically disadvantaged percentage was 3.8%.

Our English Learner (EL) population consisted of 182 learners that made up 26.1% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (28.5%), Tamil (17%), Hindi (15.9%), Marathi (5.4%), and Korean(4.4%). Additionally, 6% of our ELs were also economically disadvantaged.

Our 60 gifted and talented learners constituted 8.6% of our population. Our gender split in the Gifted and Talented (GTi) group was 36.6% female and 63.3% male. Of the four major ethnic groups, our GTi learners were 90% Asian, 6.6% White, 1.6% Hispanic and 0% African American.

We had 63 learners that qualified for special education services, which represented 9% of our population. There were 17 learners with 504 accommodations, which was 2.4% of the total enrollment.

The average daily attendance for our campus in 2018-19 was 96.61%, an increase of 0.17% from the prior year.

STAFFING

Valley Ranch employed 40 educators and 6 instructional aides in the 2018-19 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 7.5% Asian, 82.5% White, 5% Hispanic, 5% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.5% of the educators and males represented 2.5%.

Overall, our educators had a varying level of professional experience: 27.5% (11) were new to teaching with 0-1 years of experience, 35% (14) had 2-5 years, 7.5% (3) had 6-10 years, 15% (6) had 11-15 years, 7.5% (3) had 16-20 years, and 7.5% (3) had more than 20 years. Looking at longevity within the district, 35% of our teachers had 0-1 years in district, 37.5% had 2-5 years, 7.5% had 6-10 years, 10% had 11-15 years, 7.5% had 16-20 years and 2.5% had more than 20 years. The average years of professional experience was 6.7 with 4.9 years in the district.

Advanced degrees were held by 12.5% of our teachers: 5 with master's degrees and 0 with doctorates. Our campus principal had 38 years of career experience in a professional position (not necessarily as a principal) and 18 years in Coppell. Our assistant principal had an average of 16 years of professional experience and 4 years in the district.

Our educator retention rate from 2017-18 to 2018-19 was 86.1%. For educational aides it was 100%. We hired 9 new teachers in 2018-19. The demographics of our new teachers were as follows: 22.2% Asian, 77.7% White, 0% Hispanic, 0% African American, 100% female, 0% male, 77.7% new to teaching, 11.1% with 2-5 years of professional experience, 0% with 6-10 years, 0 with 11-15 years, 11.1% with 16-20 years, 0% with more than 20 years and 22.5% new to the campus. The average years of professional experience was 0.3 with 0 years in the district. 0% 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 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:** Lack of urgency from some families in getting learners 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 2019 Academic Accountability Indicators report.

On the 2019 STAAR, the following scores for all grades show the percentage at approaches grade level or above.

Reading:

3rd grade: 87% (-6%)

4th grade: 93% (+1%)

5th grade: 94% (-4%)

Math:

3rd grade: 92% (-5%)

4th grade: 95% (+1%)

5th grade: 94% (-5%)

Writing:

4th grade: 93% (+4%)

Science:

5th grade: 86% (-12%)

Math	Approaches	Meet	Masters
3rd Grade	95%	82%	65%
4th Grade	96%	85%	73%
5th Grade	94%	86%	68%

READING	Approaches	Meets	Masters
3rd Grade	91%	75%	63%
4th Grade	93%	80%	56%
5th Grade	94%	82%	57%

Writing/Science	Approaches	Meets	Masters
4th Grade Writing	92%	75%	42%
5th Grade Science	86%	75%	34%

A deep analysis of the above scores by grade level and student groups reveals that some student groups have shown growth when comparing the 2018/2019 STAAR data with the 2017/2018 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:

- 5th grade LEP showed improvement from the 2018 STAAR data to the 2019 STAAR data.
- There has been a school-wide focus on writing which resulted in an increase of 4% in the 2019 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: There is a need to increase Science STAAR scores as they decreased from 98% in 2018 to 85% in 2019. **Root Cause:** There is a high percent of EL Learners who need direct vocabulary instruction.

Problem Statement 2: There is a need for more students to move from meets to masters on the 5th Grade Science STAAR test. **Root Cause:** There is a high percent of EL 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 EL Learners on our campus.

Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. **Root Cause:** There is a high percentage of EL learners and the campus mobility rate (17.1%).

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 AMP 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 Days 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 through Learning Walks in various grade levels to enhance student performance. Creating innovative learners who can actively find and solve problems is at the core of our focus. Programs such as Leader in Me, and various service learning opportunities, allow students to demonstrate connections with the greater Coppell/Valley Ranch community. We also believe all students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Valley Ranch staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected for teachers and students in order to maximize instruction.

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

This year Valley Ranch Elementary is in the second year of 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 two 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. (example: Grade Level Design Days)
2. Relationship building between learners, educators, and parents enhances our school community and instructional integrity.
3. Ability to interpret and use common assessment data to drive instruction.
4. Educators are immersed in collaborative meetings where decisions are made to answer the four Professional Learning Community questions:
 - a) What do we want our learners to know?
 - b) How will they learn it?
 - c) What do we do if they don't know it?
 - d) What do we do if they already know it?

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

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

Problem Statements Identifying School Processes & Programs Needs

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:** There is a lack of

understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next steps.

Problem Statement 3: There is a need to continue with improving the school culture and climate as indicated in the teacher survey . **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 Workshops, 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. Parent Teacher Organization participated along with staff during a Leader In Me (LIM) training and taught the other parents during LIM training. Additionally, Ms. Khosla, VRE Librarian, hosts a book club for parents to encourage engagement.

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

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

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

Campus discipline data reflects minimal office referrals with strong classroom management practices set in place by the educators. The educators dedicate time at the beginning of the school 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, 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 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.
- 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 will continue to engage families and encourage community partnerships. **Root Cause:** Families are often unfamiliar with the expectations and practices of the US school system.

Priority Problem Statements

Problem Statement 1: There is an increase of learners who continue to be tardy to school on a daily basis.

Root Cause 1: Lack of urgency from some families in getting learners to school on time.

Problem Statement 1 Areas: 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.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our school's mobility rate is 17.7% , which is the highest in the district.

Root Cause 3: Our school is located in a transient area with many apartment complexes and our parents whose employment is determined by work visas.

Problem Statement 3 Areas: Perceptions

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

Root Cause 5: There is a lack of understanding on how to create a Common Formative Assessment (CFA), interpret CFA data and then determine next

steps.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need for 3-5 grade learners to meet the STAAR progress measure.

Root Cause 6: There is a high percentage of EL learners and the campus mobility rate (17.1%).

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Valley Ranch Elementary will continue to engage families and encourage community partnerships.

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 the school culture and climate as indicated in the teacher survey .

Root Cause 8: There is not a consistent plan to address strengthening the school culture and climate.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is not a School Resource Officer assigned to our school.

Root Cause 9: We are a Coppell ISD school, located in Irving, Texas.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- 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


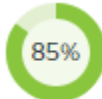


Goals

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 Source(s) 1: UbD Units and Plans, Common Formative Assessment 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 Professional Learning Community process.	Campus Administration, Instructional Coach, Gifted Talent Facilitator, ESL Facilitator, Librarian, Educators	- High quality Tier I instruction for learners				
Problem Statements: School Processes & Programs 1						
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, Librarian, Counselor	- High quality Tier I instruction for learners				
Problem Statements: Student Academic Achievement 4						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	-Learners will demonstrate mastery of grade level standards. -Educators will share and implement best practices based on team collaboration.				
Problem Statements: School Processes & Programs 1						
4) The educator will be provided Design Days in order to provide engaging and quality Tier I instruction.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	-Learners will demonstrate mastery of grade level standards. - Educators will share and implement best practices based on team collaboration.				
Problem Statements: School Processes & Programs 1						
5) Educators will support ESL students by monitoring Texas English Language Proficiency Assessment System (TELPAS) that support reading, writing, listening and speaking.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	-Learners will demonstrate mastery of grade level standards.				
Problem Statements: School Processes & Programs 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

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 4						
2) K-5 educators will utilize MAP results twice a year to monitor student growth, CFAs as well as classroom observations in order to collaboratively provide timely intervention and enrichment.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, 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: School Processes & Programs 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) Resources educators have access to include: -iStation - Dreambox -DRA - RAZ - Reflex Math -Gizmos - Brain Pop Jr. - Brain Pop - Tumble Books - PebbleGo - Education Galaxy	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Learners' instruction is differentiated as needed through the use of technology.				
	Problem Statements: School Processes & Programs 1					
4) Implement a school wide Wildly Important Goal (WIG) that will monitor growth in the area of reading.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Learners' growth will be monitored and measured monthly to ensure academic success.				
	Problem Statements: Student Academic Achievement 4					
5) The team Wildly Important Goal (WIG) will be established to help monitor individual class reading goals through monthly assessments.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Learners' growth will be monitored and measured monthly to ensure academic success.				
	Problem Statements: Student Academic Achievement 4					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. **Root Cause 1:** Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

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) Implement year 2 (Aligning Academics) of Leader in Me campus wide, including increased parent involvement and support.	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: Perceptions 2						
2) Social Emotional Needs (SEL) of the students will be addressed through out the year and resources provided to staff as needed.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	LIM will impact students throughout the school year.				
Problem Statements: School Processes & Programs 3						
3) Restorative Practices will be introduced to our educators for implementation.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Restorative practices will impact students throughout the school year.				
Problem Statements: School Processes & Programs 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. **Root Cause 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 continue with improving the school culture and climate as indicated in the teacher survey . **Root Cause 3:** There is not a consistent plan to address strengthening the school culture and climate.

Perceptions




Problem Statement 2: Valley Ranch Elementary will continue to engage families and encourage community partnerships. **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	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian	-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: School Processes & Programs 1						
2) We will embed science inquiry and hands on strategies to enhance student performance.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Science inquiry and hands on strategies will impact students throughout the school year.				
Problem Statements: Student Academic Achievement 4						
3) We will promote science vocabulary (K-5) to enhance student performance.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	Science vocabulary instruction will impact students throughout the school year.				
Problem Statements: Student Academic Achievement 4						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
4) We will implement Argument Driven Inquiry and increase supporting materials.	Campus Administration, Instructional Coach, GTi Facilitator, Educators	ADI and resources will impact students throughout the school year				
Problem Statements: Student Academic Achievement 4						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

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 SuccessEd 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: School Processes & Programs 1			
2) Provide tutoring for at-risk EL learners	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-Increase in STAAR scores for EL learners				
			Problem Statements: School Processes & Programs 1			
3) We will review and analyze Texas English Language Proficiency Assessment System data to promote student achievement.	Campus Administration, ESL Facilitator, Instruction Coach, Educators	-Increase in STAAR scores for EL learners				
			Problem Statements: School Processes & Programs 1			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
4) We will utilize ESL funding (\$6,720) to help support the needs of our EL learners through small group support and resources to close this gap for our EL learners.	Campus Administrator, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-Increase in STAAR scores for EL learners				
Problem Statements: Student Academic Achievement 4						
5) We will utilize Comp Ed Funds (\$3,100) to support our At Risk learners as defined in TEC 29.081 (d) proving resources and tutoring to close achievement gaps.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	Increase student academic growth as measured by Index 2.				
Problem Statements: Student Academic Achievement 4						
Funding Sources: 199 - State Comp Ed - 3100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

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: School Processes & Programs 1						
2) We will extend our writing experience by using the Lucy Calkins model.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-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 4						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. **Root Cause 1:** Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.






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: School Processes & Programs 3						
2) Continue 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 Project Based Learning 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: Student Academic Achievement 4						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
4) Provide lesson designs that include real world opportunities and experiences for learners to enhance curriculum connections.	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: School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:






Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. 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 continue with improving the school culture and climate as indicated in the teacher survey . Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.

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) Through 1:1 Digital Learning we will continue digital portfolios to provide opportunities for highlighting the processes and products of learning	Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-Learner digital portfolios -Digital Portfolio training on as needed basis				
Problem Statements: School Processes & Programs 1						
2) We will have a Science Showcase for Grades 2-5.	Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator, Librarian, Educators,	- Showcase science projects				
Problem Statements: School Processes & Programs 1						
3) Learners will maintain data binders to monitor daily progress and goal setting.	Campus Administrators, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-Students will track and adjust academic goals throughout the school year.				
Problem Statements: Student Academic Achievement 4						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June

Performance Objective 2 Problem Statements:








Student Academic Achievement
Problem Statement 4: There is a need for 3-5 grade learners to meet the STAAR progress measure. Root Cause 4: 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: 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: 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 and digital citizenship website

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 Coaches	-Implementation and documentation of access and usage of resources -Increase appropriate use of digital resources				
Problem Statements: School Processes & Programs 1						
 = 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: 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 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 Coaches	-Translate documents and/or resources -Parent satisfaction survey, specifically on district communication				
Problem Statements: Perceptions 2						
2) Host Beginning Of Year /Fall/Spring parent meetings to share about curriculum, Project Based Learning, Leader In Me and web-based curriculum tools available to learners.	Campus Administration, Educators, PTO, Digital Learning Coaches, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator	-Increased parent engagement -Increased parent understanding of web-based tools and school processes and programs				
Problem Statements: Perceptions 2						
3) We will support our ESL families with a tour of Coppell at the end of February to increase community engagement utilizing Adult Ed Campus funds (1,000). Bus tour will include Coppell Administration Building, City Hall, The Core, Safety Park, Middle School West, lunch at CiCi's, and back to VRE for reflection time. Follow up will include places of interest in the DFW area.	Campus Administration, Educators, PTO, Digital Learning Coaches, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator	-Increased family engagement in the community to support our learners.				
Problem Statements: Perceptions 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
4) We will support our ESL families, specifically newcomer parents, each semester with a Leader In Me book study, parent connections for additional support, and breakfast to welcome them into the VRE family.	Campus Administration, Educators, PTO, Digital Learning Coaches, Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator	-Increased family engagement in the community to support our learners.				
Problem Statements: Perceptions 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Valley Ranch Elementary will continue to engage families and encourage community partnerships. 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: School Processes & Programs 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:






School Processes & Programs
Problem Statement 3: There is a need to continue with improving the school culture and climate as indicated in the teacher survey . 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 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 the CISD Classroom Management Framework to meet a wide variety of behavioral needs	Campus Administration, Counselor, Safety Committee, Nurse Instructional Coach, Gifted and Talented Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	-Provide opportunities for training of Leader In Me -Increase in learner positive behavior -Decrease number of office referrals for behavior				
			Problem Statements: School Processes & Programs 1			
2) Community involvement and support to meet the social and emotional needs of the learners on the first day of school.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides, Community Volunteers	-Community members greeted learners as they entered the school offering support and encouragement.				
			Problem Statements: Perceptions 2			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) Educators met at the homes of our new learners to kick off the school year and build relationships.	Campus Administrators, Instructional Coach, Gifted and Talented, ESL Facilitator, Librarian, Educators, Instructional Aides	- Build relationships with VRE learners and families				
Problem Statements: School Processes & Programs 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. Root Cause 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 continue with improving the school culture and climate as indicated in the teacher survey . Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.
Perceptions
Problem Statement 2: Valley Ranch Elementary will continue to engage families and encourage community partnerships. 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 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), implement Navigate for all drills.

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, Design Days, 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) Continue to implement strategies during Professional Learning Community time to support Solution Tree 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				
Problem Statements: School Processes & Programs 2						
2) Implement online Global Professional Development resources to support our Professional Learning Community.	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators, Instructional Aides	- Implementation of Professional Learning Communities throughout the campus - Increase use of data to support evidence-based decisions				
Problem Statements: School Processes & Programs 1						
= 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 utilizing Texas English Language Proficient Assessment System data. Root Cause 1: Educators need to be checking for prior knowledge at the beginning of a unit through a pre-assessment process.

School Processes & Programs

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

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

Performance Objective 2: VRE will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners, especially our ELL's.

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 Response to Intervention process (including data analysis, standardized intervention tools, and progress monitoring) and make connections to the Professional Learning Community process	Campus Administrators, Instructional Coach, GTi Facilitator, ESL Facilitator, Librarian, Educators	<ul style="list-style-type: none"> - 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: School Processes & Programs 1			
2) Utilize resources (LLI kits, Raz Kids, TCRWP running records, exemplars, Mindset Math, puzzle books provided by district, etc.) to support dedicated enrichment and intervention time	Campus Administration, Instructional Coach, Digital Learning Coaches, GTI, Counselor, ESL	<ul style="list-style-type: none"> - Usage of intervention and enrichment time - Increase learner achievement and growth 				
			Problem Statements: School Processes & Programs 1			
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs

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







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: School Processes & Programs 2						
2) Utilize Schoology as a campus repository of professional learning experiences	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator, Digital Learning Coach	- Create professional learning within the Schoology platform				
Problem Statements: School Processes & Programs 1						
3) Utilize and provide clarity for identifying modifications for small groups for assessments.	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator, Digital Learning Coaches	- Implement appropriate modifications to meet the needs of our learners.				
Problem Statements: School Processes & Programs 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
4) Utilize Learning Walks to grow professionally through through the Professional Learning Community process.	Campus Administration, Instructional Coach, GTi Facilitator, ESL Facilitator, Digital Learning Coaches	- Implement appropriate learning to meet the needs of our learners.				
Problem Statements: School Processes & Programs 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Differentiated instructional practices need to be increased to ensure maximum student growth utilizing Texas English Language Proficient Assessment System data. Root Cause 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 Common Formative Assessment (CFA), interpret CFA data and then determine next steps.
Problem Statement 3: There is a need to continue with improving the school culture and climate as indicated in the teacher survey . Root Cause 3: There is not a consistent plan to address strengthening the school culture and climate.

State Compensatory

Budget for Valley Ranch Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-00-110-24-000 (extra duty pa	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,100.00
	6100 Subtotal:	\$3,100.00

A Site Based Committee

Committee Role	Name	Position
Administrator	Cynthia Arterbery	Principal
Classroom Teacher	Jeff Matthews	5th grade team lead
Classroom Teacher	Nadya Gulam	3rd grade team lead
Classroom Teacher	Sandra Braden	1st grade team lead
Classroom Teacher	Amy Watson	ELAR Content Specialist
Classroom Teacher	Catherine Hatley	Math Content Specialist
Business Representative	Susie Mayes	member
Community Representative	Cathy Bennett	member
Parent	Raman Kaur	parent member
Parent	Chinmoyee Hajra	parent member
District-level Professional	Nancy Garvey	Director of Digital Learning
Administrator	Sheryl Dennehy	Assistant Principal
Classroom Teacher	Tammee Henderson	4th grade team lead
Classroom Teacher	Hannah McIntosh	2nd grade team lead
Classroom Teacher	Tarah Guenther	Kinder team lead
Classroom Teacher	Liz Watson	Social Studies Content Specialist
Classroom Teacher	Kris Rindels	Science Content Specialist
Instructional Coach	D'Ann Felux	Instructional Coach

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	At Risk Tutoring		\$3,100.00
Sub-Total					\$3,100.00
Grand Total					\$3,100.00