

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



Mission Statement

The learning community at Valley Ranch Elementary is dedicated to ensuring that ALL WRANGLERS WILL LASSO LEARNING.

Vision

Through the expectation of high standards of personal performance, our school will provide a positive, supportive, and challenging environment with a core curriculum designed to meet the individual needs of all students. Our desire is to develop a love for learning as all students strive to become responsible Texans.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Ranch Elementary is a Title 1 EE-5 campus, including an Applied Skills SPED classroom, with a student enrollment of 773 students. The student body is 46% Hispanic, 45% White, 4% Two or More Races, 3% African American, 1% Asian, and <1% American Indian - Alaskan Native. Of the total student population there are 53% male and 47% female students. Special Programming percentages: 29% Bilingual, 7% ESL, 9.5% SPED, 4% GT, and 5% Dyslexia. There are 42% At-Risk, 61% Economically Disadvantaged, 2% Homeless, 2% Immigrant, 26% Limited English Proficient, 1% Foster Care, and 2% Military Connected students at VRE.

The Valley Ranch staff include 1 Principal, 1 Assistant Principal, 1 Diagnostician, 1 Speech Therapist, 1 Speech Language Assistant, 1 Counselor, 1 Nurse, 1 LVN/Instructional Aide, 1 Campus Instructional Specialist, 1 RTI Specialist, 1 Dyslexia Specialist, 1 Library/Media Specialist, 0.5 ELL Instructional Coach, 0.25 EL Specialist, 38 General Education Teachers, 4 Special Education Teachers, 3 Specials Teachers, 3 office staff, and 11 Instructional Paraprofessionals. There are 67.5 female and 4.25 male staff members. The staff body is 77% White, 19% Hispanic and 4% African American.

Demographics Strengths

The attendance rate for 2015-2016 was 95.9% compared to the state average of 95.8%.

The mobility rate for 2015-2016 was 16.2%, the same as the state average.

There are a relatively even number of males and females.

The turnover ratio of staff is low, with only 4 new staff members on campus.

There are only two teachers with no experience, with most of the teachers having 1-10 years of experience.

Student Achievement

Student Achievement Summary

Valley Ranch Elementary Met Standard for the 2016-2017 school year. The campus has been identified as a focus school for the 2017-2018 school year.

- Data disaggregated in PLCs by each teacher. Teachers and students have data binders so that they can track progress.
- Data sources include: CLI Engage for PK, Tx-KEA for kindergarten, iStation for grades K-2, STAAR 2017 data for grades 3-5, Developmental Reading Assessment (DRA) three times per year, Curriculum Based Assessments, STAAR mock tests in tested subject areas, etc.

Student Achievement Strengths

- Growth on STAAR (2017) in the area of math of 1%, from 74% to 75% passing rate.
- Growth on STAAR (2017) in the area of science of 4%, from 51% to 55% passing rate.
- Growth on STAAR (2017) in the area of 4th grade mathematics, from 70% to 83% (+13%).
- Growth on STAAR (2017) in the area of 4th grade writing, from 51% to 56%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus passing rate for reading (65%) for the 2016-2017 has decreased since last school year (2015-2016) by 5% and is 7% below the state average passing rate of 75%. **Root Cause:** The campus has not implemented research-based reading curriculum resources with fidelity in order to teach the required grade-level TEKS using the balanced literacy approach.

Problem Statement 2: The campus passing rate for science (55%) for the 2016-2017 has decreased since last school year (2015-2016) by 15% and is 24% below the state average passing rate of 79%. **Root Cause:** All teachers did not adhere to the district's scope and sequence and teach the curriculum bundles as required so that all of the grade level TEKS are taught and mastered by the students.

Problem Statement 3: The campus passing rate for writing (56%) for the 2016-2017 has increased since last school year (2015-2016) by 5%, however, the campus passing average is 12% below the state average passing rate of 67%. **Root Cause:** All teachers did not implement writing across all core subjects using the balanced literacy approach, in order to adhere to the district's scope and sequence and teach the curriculum bundles as required so that all of the

grade level TEKS are taught and mastered by the students.

Problem Statement 4: The campus passing rate for mathematics (75%) for the 2016-2017 has increased since last school year (2015-2016) by 1%, however, the campus passing average is 4% below the state average passing rate of 79%. **Root Cause:** The campus has not implemented research-based math curriculum resources with fidelity in order to teach the required grade-level TEKS using the balanced numeracy approach.

Problem Statement 5: The campus only met 45% (9 out of 20) of eligible state measures regarding the system safeguards (a decrease of 17% from the previous school year) in reading, mathematics, writing and science; none of the federal targets in reading and math were met. **Root Cause:** Ineffective Tier 1 instruction and strategies are causing most students to not meet grade level expectations.

Problem Statement 6: Special education students continue to not meet state and federal system safeguard measures in reading and math. **Root Cause:** Students did not have ongoing and routine opportunities to practice assessments online.

Problem Statement 7: Economically Disadvantaged students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause:** Ineffective Tier 1 instruction and strategies are causing most students, including Economically Disadvantaged students, to not meet grade level expectations.

Problem Statement 8: Hispanic students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause:** Ineffective Tier 1 instruction and strategies are causing most students, including Hispanic students, to not meet grade level expectations.

Problem Statement 9: ELL students did not meet state system safeguard measures in reading and did not meet federal system safeguard measures in reading and math. **Root Cause:** Ineffective Tier 1 instruction and strategies that should target Limited English Proficient (LEP) including Sheltered Instruction Observation Protocol (SIOP) that address the English Limited Proficiency Standards (ELPS), are causing ELL students to not meet grade level expectations.

School Culture and Climate

School Culture and Climate Summary

A positive School Culture and School Climate is something we pride ourselves on at Valley Ranch Elementary. Our students and parents are greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to hands-on learning that produces productive, thoughtful students. Guidance lessons are consistently taught by our counselor assist students and teachers with behavior and safety expectations. Valley Ranch Elementary is proud of the campus culture and the spirit of teamwork that exists between the school and the community.

School Culture and Climate Strengths

- We are focused on maintaining positive attitudes, and using CHAMPS. CHAMPS is used by all staff to improve behavior and social skills. Implementation has been monitored during individual teacher walk throughs and observations.
- Shared leadership among the campus for all decisions .
- Administration and counselor are visible and have an open-door policy for students, staff, and parents, which creates a positive school climate for all stakeholders.
- Increased use of class DoJo for discipline expectations which provides instant parental involvement and support in their child's behavior
- Weekly newsletter from the Principal for the staff
- Classroom guidance lessons presented to all students by the counselor
- Multiple extra curricular activities are offered to include all student interests: Art Club, Cooking Club Honor Choir, Reading Night, Recycling, Science/Math Night, Dual Language, Book Fair
- Our school is clean and beautiful - well maintained. Students spend the majority of their day here so we represent a major part of their life. We are responsible for teaching respect for property to many of our students. Many students get the opportunity to use things at school that they may not have available at home.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- All teachers are "highly qualified". Paraprofessionals have high school diplomas and two years of college or have passed proficiency exams.
- 78% of our teachers have Bachelor Degree and 22% have Master's Degree
- STAAR data, IStation data and PK checklists show the results of teacher quality. AEIS data comparing individual teacher rate vs. state rate
- Teachers now receive four observations with pre and post conferences and a summative at the end of the year regarding their performance.
- Recruiting highly qualified teachers during job fairs and online applications
- Turn over rate is low, less than 1%
- Special areas of certification - Applied Skills, Special Education, Bilingual, GT, ESL, Dyslexia
- Mentors teachers, Novice training sessions are provided for new teachers.
- Data from student progress is used to see what development is needed.

Staff Quality, Recruitment, and Retention Strengths

The turnover ratio of staff is low, with only 4 new staff members on campus.

There are only two teachers with no experience, with most of the teachers having 1-10 years of experience.

Multiple professional development opportunities were made available: CHAMPS, Empowering Writers, Literacy Academy, TAHPERD (PE), TMTA (Music), TAEA (Texas Art Education Association), Guided Math, Poverty Training, English Language Proficiency Standards, Sheltered Observation and Instruction Protocol (SIOP), SPED Co-Teaching and In-Class Support, TX-KEA (Kindergarten), CLI Engage Training, Biliteracy Academy, etc.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum is linked to the TEKS. IStation is utilized in K-5; District curriculum guides, bundles and CBA's are implemented.

Data in Aware is utilized to pinpoint area and objectives of concern

In regards to ongoing progress monitoring and evaluating: RTI, class assessments; small group instruction, IStation, Running Records; CBA, nine weeks testing and mock testing.

Curriculum, Instruction, and Assessment Strengths

- Instructional Strategies: Small group instruction, hands on activities, class Intervention Time, EI lab, manipulatives, dyslexia, ESL
- We are maximizing student engagement by meeting the needs of diverse student learning styles, small group
- Nine weeks tests align with TEKS and bundles

Parent and Community Engagement

Parent and Community Engagement Summary

Parenting Partners™ workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success

Involvement is evidenced through activities such as Manners Banquet, volunteer opportunities through the PTO, field trips, assemblies, science and math night, Meet The Teacher night, and field day.

Family and community members are involved in school decisions by being a SBDM committee member or attending PTO meetings

Encourage healthy family relationships through mini lessons provided by the school counselor; we use a variety of ways to communicate with our parents and community (newsletters, planners, parent conferences, orientation nights, campus web page, social media, etc.)

Encourage family interactions by providing events that promote community awareness (fire safety, police, history)

Bilingual teachers and support staff are utilized to translate and communicate for families that speak languages other than English

Parent and Community Engagement Strengths

The national non-profit AdoptAClassroom.org. Their mission is to help fund teachers so they can buy the supplies they need for their classroom and students. One of their national sponsors for this back-to-school season is Burlington Stores and they will be opened a store in our community. In celebration of their new store they donated \$10,000 to our school to be divided equally among the school's teachers so they are able to purchase supplies for their classroom.

Community partnership include: NCISD Education Foundation, Cans for Camp Hope, MCYS, United Way, and Family Time Counseling.

Our counselor is the liaison for other organizations including Houston Food Bank and Child Nutrition, a Toy drive for Mission and Wreaths Across America.

School Context and Organization

School Context and Organization Summary

- District/school support organizations by budgeting, materials, support staff, curriculum staff, district TEKS Bundles, mock tests and CBA's.
- 24:1 ratio

School Context and Organization Strengths

- Teachers report that staff is provided ample staff development opportunities
- School perception is positive based on parent survey results: 81.3% of parents report that their child enjoys coming to school, and 100% state that they feel their child is safe at school.
- Staff and students give positive feedback regarding the CHAMPS program.

Technology

Technology Summary

According to our BrightBytes Spring Data Results, 96% of teachers were “exemplary” in basic foundational skills, 80% of teachers were “advanced” in online skills and 7% expressed interest in PD in this area, 53% of teachers were “proficient” in multimedia skills and 49% expressed an interest in PD in this area.

According to our BrightBytes Spring Data Results, 76% of students were “proficient” in basic foundational skills, 71% possess online skills, 97% were able to record and edit video and other multimedia. 97% agree that technology improves learning and enhances daily life. However, only 28% report being taught critical Digital Citizenship lessons regularly (monthly). 59% were confident in their technology abilities and 98% reported being able to learn new technology easily.

According to our BrightBytes Spring Data Results: 93% of teachers agree that technology improves and enhances their daily life and technology improves learning. 84% of teachers were confident in their technology skills and 82% reported easily learning new technology. In grade PK-2, there is not 1:1 devices. In particular, 2nd Grade shares 1 cart per 3 classes rooms and rotates the use of Chromebooks. This limits the amount of time students have access to technology in the lower grade levels. Limited teacher monitoring of student.

Technology Strengths

Our district's technology initiative allows for one-to-one Chromebooks for all students in grades 3-5. We are adding more technology in PK-2nd grades. We have 1 Chromebook cart per three classrooms in 2nd Grade (4 per each classroom), 1 Chromebook Cart per two Classrooms 1st Grade, 1 Chromebook Cart for Kindergarten (4 Each per classroom), 4 tablets each Pre-Kinder & Kinder Classroom, 6 tablets for each 1st & 2nd Grade Classroom.

In the classroom, students use Chromebooks and tablets to access content based applications and programs to enhance learning through a variety of programs. Teachers utilize a variety of curriculum based programs and applications to integrate technology into regular lessons and student learning. Many digital assessment tools are available for teacher/and students to use including: Google forms, Kahoot, Quizzez, and Google Classroom. Teachers can also differentiate lessons and content through several of our curriculum based programs such as Flocabulary, Social Studies Weekly Online and BrainPop.

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
- Federal Report Card Data
- PBMAS 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
- Running Records results
- Observation Survey results

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
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 17, 2018









Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 1: By May 2019, the percentage of students approaching grade level standard for math on STAAR will increase by 5% (from 78% to 83%), the meets will increase by 10% (from 43% to 53%) and masters will increase by 10% (from 14% to 24%).

Evaluation Data Source(s) 1: 2019 STAAR summary will be disaggregated to identify areas of strengths and needs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) G/T services will be provided in core areas, for eligible students, during the school day and we will have G/T showcases in the evening two times a school year.</p>	2.5, 2.6	Principal, Assistant Principal, Director of Advanced Academics	Observations, Mock, STAAR scores, mastery of IEP objectives, STAR scores, TELPAS, Running Records, CBA, iStation, Think Through Math, Envision Projects				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will develop an action plan for at-risk or failing students. Options for intervention may include parent conferences, tutorials (during school, before/after school), referral to CARE team, etc.</p>	2.4, 2.6	Principal, Counselor, RTI Specialist	Report card review, teacher made tests scores, CBA, Mock, iStation, Running Records, STAAR scores, TTM				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Teachers will attend professional development opportunities for mathematics inside and outside of district to acquire and refine best teaching practices.</p>		Principal, Assistant Principal	Students meeting the grade level expectations will improve as evidenced by increased mathematics scores on the formative assessments including Curriculum Based Assessments (CBA) and STAAR.				

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) We will increase supplemental materials in order to implement the balanced numeracy approach, including Imagine Math (Think Through Math) and Origo.	2.4, 2.5	Principal, RTI Specialist, Assistant Principal	The passing average will increase on formal and informal assessments including the STAAR state assessment, local assessments including the mock and CBA, and ongoing informal observations.				
	Problem Statements: Student Achievement 4, 5, 6, 7, 8, 9						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 5) Targeted after-school tutorials will be offered to individual students in 3rd-5th grades in the spring in order to prepare for the STAAR test.		Principal	Informal and formal assessments, including STAAR scores, will improve.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: The campus passing rate for mathematics (75%) for the 2016-2017 has increased since last school year (2015-2016) by 1%, however, the campus passing average is 4% below the state average passing rate of 79%. Root Cause 4: The campus has not implemented research-based math curriculum resources with fidelity in order to teach the required grade-level TEKS using the balanced numeracy approach.
Problem Statement 5: The campus only met 45% (9 out of 20) of eligible state measures regarding the system safeguards (a decrease of 17% from the previous school year) in reading, mathematics, writing and science; none of the federal targets in reading and math were met. Root Cause 5: Ineffective Tier 1 instruction and strategies are causing most students to not meet grade level expectations.
Problem Statement 6: Special education students continue to not meet state and federal system safeguard measures in reading and math. Root Cause 6: Students did not have ongoing and routine opportunities to practice assessments online.
Problem Statement 7: Economically Disadvantaged students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. Root Cause 7: Ineffective Tier 1 instruction and strategies are causing most students, including Economically Disadvantaged students, to not meet grade level expectations.
Problem Statement 8: Hispanic students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. Root Cause 8: Ineffective Tier 1 instruction and strategies are causing most students, including Hispanic students, to not meet grade level expectations.
Problem Statement 9: ELL students did not meet state system safeguard measures in reading and did not meet federal system safeguard measures in reading and math. Root Cause 9: Ineffective Tier 1 instruction and strategies that should target Limited English Proficient (LEP) including Sheltered Instruction Observation Protocol (SIOP) that address the English Limited Proficiency Standards (ELPS), are causing ELL students to not meet grade level expectations.




Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.


Performance Objective 2: By May 2019, the percentage of students approaching grade level standard for reading on STAAR will increase by 10% (from 67% to 77%), the meets will increase by 10% (from 38% to 48%) and masters will increase by 10% (17% to 27%).





Evaluation Data Source(s) 2: 2019 STAAR summary will be disaggregated to identify areas of strengths and needs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) We will increase supplemental materials in order to implement the balanced literacy approach (Learning A-Z), including explicit phonics instruction for English and Spanish (Neuhaus).	2.4, 2.5, 2.6	Principal, Assistant Principal and Instructional Coach	Students meeting the grade level expectations will improve as evidenced by increased reading scores on the formative assessments including Curriculum Based Assessments (CBA), STAAR and iStation.				
	Problem Statements: Student Achievement 1, 5, 6, 7, 8, 9						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) A universal screener and progress monitoring will be implemented in order to ensure individual student growth and address any students that are not progressing or who are regressing.	2.6	Principal, RTI Specialist and RTI Aide, and Intervention Aide.	DRA will be administered one a year at the EOY. iStation will be administered three times (BOY, MOY & EOY) a year in grades 1st and 2nd. CLI will be utilized in PK and K three times per year. ESGI utilized in kindergarten.				
	Problem Statements: Student Achievement 1, 5, 6, 7, 8, 9						

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Reading instruction and/or materials will be modified for students, according to ARD decisions for students as young as 3 years old (EE). Increased efforts toward inclusion services including In-Class Support (ICS) will be implemented, as deemed appropriate by the individual students' ARD committees.</p>	2.4, 2.6	Principal, Assistant Principal, Special Education Teachers and Aides and the Special Education Team Lead.	The percentage of special education students taking and meeting the minimum expectations on all required STAAR tests will be improved by 10% (31% approaches to 41%, 12% for meets to 22% and 3% for masters to 13%).				
<p>Problem Statements: Student Achievement 6</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will use meaningful data during intervention time each day to meet the individual student needs of the students through small group and individual conferencing, as needed.</p>	2.4, 2.6	Classroom Teachers, Principal, Assistant Principal, Instructional Coach	Student growth according to iStation by skill and overall tier. Student lexile and DRA reading levels will progress.				
<p>Problem Statements: Student Achievement 1, 5, 6, 7, 8, 9</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) The RTI Specialist will implement and monitor the Response to Intervention (RTI) process in order to increase student achievement for identified at-risk students.</p>	2.4, 2.6	Principal, Assistant Principal, Homeroom Teacher	Student progress will be monitored at each of the CARE meetings, once every six weeks. Report card data, CBAs, DRA reading level, progress monitoring reports (iStation, ESGI) and universal screening data (CLI Engage, Tx-KEA) will be used to monitor student progress.				

<p style="text-align: center;">Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>6) The Dyslexia Specialist will provide therapy to identified dyslexic students.</p> <p>Apply knowledge of federal, state, and district "Procedures Concerning Dyslexia" for general and special education and instruct and evaluate students with dyslexia in any phase of the program.</p> <p>Provide leadership to teachers in English/Language Arts and Reading instruction as well as RTI at all TIERED levels.</p> <p>Assist teachers in utilizing effective reading practices within the classroom setting.</p> <p>Assist in coordination of Section 504 referral process and instruction of students with dyslexia.</p> <p>Provide instructional support and/or direct instruction, as mandated by Texas law, for students with dyslexia.</p> <p>Provide 504 and special education students with learning activities and experiences</p> <p>Develop or modify curricula and prepare lessons and other instructional materials to student ability levels.</p>	<p>2.4, 2.6</p>	<p>Principal, Assistant Principal</p>	<p>Dyslexia students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, DRA levels, and other formal and informal assessment data.</p>				
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<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) The EL Specialist will have three main responsibilities: work with EL at-risk students to improve their academic and linguistic performance levels using research-based strategies, work as a coach to classroom teachers who teach EL at-risk students and coordinate and execute all the activities related with compliance and accountability related to EL at-risk students.</p>	2.4, 2.6	Principal	EL students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, DRA levels, and other formal and informal assessment data.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) The Response to Intervention (RTI) Instructional Aide will assist the RTI Specialist in implementing and monitoring the (RTI) process in order to increase student achievement for identified at-risk students.</p>	2.4, 2.6	Principal, Assistant Principal, RTI Specialist	Student progress will be monitored at each of the CARE meetings, once every six weeks. Report card data, CBAs, DRA reading level, progress monitoring reports (iStation, ESGI) and universal screening data (CLI Engage, Tx-KEA) will be used to monitor student progress.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>9) The Instructional Coach will provide support, mentoring, coaching and training for teachers in order to maximize student learning.</p>		Principal, Assistant Principal	Teachers will be surveyed in order to measure the effectiveness of support they receive throughout the year from the Instructional Coach. Focused coaching should result in teachers improving instruction, maximizing student progress.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>10) Targeted after-school tutorials will be offered to individual students in 3rd-5th grades in the spring in order to prepare for the STAAR test.</p>	2.5, 2.6	Principal	Informal and formal assessments, including STAAR tests will improve.				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>11) The PK Instructional Aide assists the classroom teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the Teacher Aide works closely with staff and administration to promote and execute the instructional plan of the building.</p>		Principal, PK Teacher	Formal and informal assessment information will show improvement. Specifically, CLI Engage scores will show improvement from BOY to EOY.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>12) PK students will be provided with a backpack that includes materials for the students to use at home and school to help them with skills such as phonological awareness.</p>	2.6	Counselor	PK students will show improvement from BOY to EOY CLI Engage reports.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>13) NCISD will continue to screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders (AimsWeb, Esperanza, ESC trainings). Substitutes will be provided for teachers attending intervention training.</p>	2.4, 2.6	Executive Director of Instruction, Lead Dyslexia Teachers, Principals	District and Campus Coordinators will periodically meet to assess degree of student/program success. Agendas and Sign-In sheets will be kept.				
<p>Critical Success Factors CSF 1</p> <p>14) Dyslexia services will be provided in a small group setting to assist identified students in targeted reading instruction. Students will be screened using Aims Web and Esperanza. In order to provide targeted reading instruction, additional resources and materials will be needed to meet their reading needs.</p>		Dyslexia Specialists and Principal	Dyslexic students will improve performance on assessments like the STAAR, CBAs, etc.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The campus passing rate for reading (65%) for the 2016-2017 has decreased since last school year (2015-2016) by 5% and is 7% below the state average passing rate of 75%. Root Cause 1: The campus has not implemented research-based reading curriculum resources with fidelity in order to teach the required grade-level TEKS using the balanced literacy approach.</p>

Problem Statement 5: The campus only met 45% (9 out of 20) of eligible state measures regarding the system safeguards (a decrease of 17% from the previous school year) in reading, mathematics, writing and science; none of the federal targets in reading and math were met. **Root Cause 5:** Ineffective Tier 1 instruction and strategies are causing most students to not meet grade level expectations.

Problem Statement 6: Special education students continue to not meet state and federal system safeguard measures in reading and math. **Root Cause 6:** Students did not have ongoing and routine opportunities to practice assessments online.

Problem Statement 7: Economically Disadvantaged students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause 7:** Ineffective Tier 1 instruction and strategies are causing most students, including Economically Disadvantaged students, to not meet grade level expectations.

Problem Statement 8: Hispanic students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause 8:** Ineffective Tier 1 instruction and strategies are causing most students, including Hispanic students, to not meet grade level expectations.

Problem Statement 9: ELL students did not meet state system safeguard measures in reading and did not meet federal system safeguard measures in reading and math. **Root Cause 9:** Ineffective Tier 1 instruction and strategies that should target Limited English Proficient (LEP) including Sheltered Instruction Observation Protocol (SIOP) that address the English Limited Proficiency Standards (ELPS), are causing ELL students to not meet grade level expectations.

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: VRE will maintain a 96% or higher attendance rate throughout the 2018-2019 school year.

Evaluation Data Source(s) 3: Student attendance for 2018-2019 will meet or exceed 96%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) The compulsory attendance law information will be sent home with every student.</p>		Principal, Assistant Principal	Teacher and parent report, observation				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Parents of students with attendance and tardy problems will be notified in writing and then referred to the attendance committee and/or law enforcement personnel, as necessary.</p>		Registrar, CARE Team, Principal	CARE Team documentation and attendance records.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Principal will recognize the students who have perfect attendance at semester awards assemblies for grades PK-5. Students with perfect attendance each 9 weeks will be recognized with a treat and awarded a dog tag in the classroom.</p>	3.1, 3.2	Assistant Principal, Principal's Secretary	Attendance records				
<p>Critical Success Factors CSF 6</p> <p>4) Prizes will be awarded to staff members with perfect attendance each nine weeks (gift certificates, jean coupons, teaching materials, lunch, etc.).</p>		Principal's Secretary, Principal	Staff attendance records				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 4: VRE will foster the use of technology as an effective instructional strategy.

Evaluation Data Source(s) 4: Yearly evaluation of overall campus technology program.

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) As a result of needs identified during the NCISD visioning work sessions in 2018-2019, CES will support efforts such as those outlined in the ConnectED initiative of the federal government (http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf), and the "Creating a New Vision for Public Education in Texas" initiative from Texas Association of School Administrators (TASA). This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate student learning. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.		Principal, Director of Technology, Coordinator of Instructional Technology	Number of teachers and staff trained in these new instructional techniques. Wireless and other infrastructure in all district facilities. Movement toward a 1 to 1 ratio of student learning devices per student.				
2) Technology will be used to enhance and monitor instruction. A Technology Applications Paraprofessional will provide weekly lessons to all students to increase technology skills in grades K-5.		Principal and Media Specialist	A campus Technology Instructional Aide will be utilized to increase the students' skills and abilities using technology.				
Critical Success Factors CSF 1 CSF 4 CSF 5		Principal and Media Specialist	Increased usage as identified by usage reports. More active engagement by the students through informal observations.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 5: By May 2019, the percentage of students approaching grade level standard for science on STAAR will increase by 7% (from 68% to 75%), will increase 10% for meets grade level (from 31% to 41%), and 10% masters level (from 5% to 15%).

Evaluation Data Source(s) 5: 2019 STAAR summary will be be disaggregated to identify areas of strengths and needs.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Supplemental material will be purchased to prepare students for the STAAR Science Test.</p>	2.4	Principal and Instructional Coach	Science scores will increase as measured by formal (CBA, STAAR, etc.) and informal data.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will attend professional development opportunities like CAST (Conference for the Advancement of Science Teaching) so they can learn innovative science strategies.</p>		Principal	STAAR test results for students in 5th grade science and 3rd-5th grade CBA scores will improve from the 17-18 school year.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 6: By May 2019, the percentage of students approaching grade level standard for writing on STAAR will increase by 10% (from 56% to 66%), increase the meets grade level by 10% (from 32% to 42%) and increase masters level by 10% (from 5% to 15%).

Evaluation Data Source(s) 6: 2019 STAAR summary will be be disaggregated to identify areas of strengths and needs.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 1) We will increase supplemental materials in writing in order to help students develop their writing skills by using the balanced literacy approach that includes components of shared writing, interactive writing and writer's workshop (Education Galaxy and Lucy Calkins' Writing Units of Study).	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	The passing average will increase on formal and informal assessments including the STAAR state assessment, local assessments including the mock and CBA, and ongoing informal observations.				
	Problem Statements: Student Achievement 3, 5, 8						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Teachers will attend professional development opportunities for writing inside and outside of district to acquire and refine best teaching practices.		Principal, Assistant Principal	Feedback from surveys from teachers that attended the workshop should reflect that the professional development was relevant and impacts students learning. Classroom observations should reflect that strategies and practices acquired or refined at the professional development training are being implemented with fidelity. 4th grade STAAR and CBA scores will improve.				
	Problem Statements: Student Achievement 3, 5, 7, 8						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 3: The campus passing rate for writing (56%) for the 2016-2017 has increased since last school year (2015-2016) by 5%, however, the campus passing average is 12% below the state average passing rate of 67%. **Root Cause 3:** All teachers did not implement writing across all core subjects using the balanced literacy approach, in order to adhere to the district's scope and sequence and teach the curriculum bundles as required so that all of the grade level TEKS are taught and mastered by the students.

Problem Statement 5: The campus only met 45% (9 out of 20) of eligible state measures regarding the system safeguards (a decrease of 17% from the previous school year) in reading, mathematics, writing and science; none of the federal targets in reading and math were met. **Root Cause 5:** Ineffective Tier 1 instruction and strategies are causing most students to not meet grade level expectations.

Problem Statement 7: Economically Disadvantaged students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause 7:** Ineffective Tier 1 instruction and strategies are causing most students, including Economically Disadvantaged students, to not meet grade level expectations.








Problem Statement 8: Hispanic students did not meet state system safeguard measures in reading, writing and science and they did not meet federal system safeguards in reading and math. **Root Cause 8:** Ineffective Tier 1 instruction and strategies are causing most students, including Hispanic students, to not meet grade level expectations.

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 7: By May 2019, the percentage of Relative Performance for school progress will increase from 59% to 69%.

Evaluation Data Source(s) 7:

Summative Evaluation 7:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) We will have data meetings to review student progress after each assessment including iStation (1st-3rd BOY, MOY and EOY), CLI Engage (PK & K BOY, MOY and EOY), CBAs and previous STAAR data (4th and 5th). We will have Care Team meetings every nine weeks to review student response to intervention (RTI). The instructional coach and administrators will attend planning meetings to ensure effective collaboration and TEKS-based instructional design. Small group monitoring by instructional staff to ensure teachers are using the data to change instruction.</p>	2.4, 2.6	Principal, Teachers, RTI Interventionist, Instructional Coaches.	Relative Performance will increase on STAAR by 10%, from 59% to 69%.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 8: By May 2019, Special Education student performance on STAAR for all subjects as compared to the All Students performance levels will improve from 31% approaches to 41%, 12% meets grade level to 22%, and 3% masters level to 13%.

Evaluation Data Source(s) 8:

Summative Evaluation 8:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) SPED support staff will receive specialized training including co-teaching best practices, autism, etc.. Students will receive In-Class and Resource Support as needed. Level of Support forms will be completed. SPED teachers will meet with the teachers weekly to collaborate. SPED support staff will track services given. Small group instruction will target specific skills. Fastforward and reading assistant will be utilized and implemented with fidelity.</p>	2.4, 2.5, 2.6	SPED staff, principal.	Student performance as measured by formal assessments like the CBA and STAAR test will improve by 10% in all levels (approaches, meets and masters.)				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: NCISD will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 9: By May 2019, English Language student performance on STAAR for all subjects as compared to the All Students performance levels will improve from 57% approaches to 67%, 21% meets grade level to 31%, and 6% masters level to 16%.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) EL Specialist will coach teachers and provide specific feedback about areas in need of improvement. The EL aide will pull students daily to work on specific skills including Breaking the Code.</p>	2.4, 2.6	EL Specialist, Principal, Instructional Coach.	Student performance as measured by formal assessments like the CBA and STAAR test will improve by 10% in all levels (approaches, meets and masters.) We will continue to meet the Closing the Gaps Target for English Language Proficiency Status.				
							














Goal 2: NCISD will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: All staff members and students will be educated on drug and violence prevention, bully intervention and school safety.

Evaluation Data Source(s) 1: A safe, orderly and drug-free working and learning environment will exist at Valley Ranch Elementary, producing higher test scores and increased attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Staff will be informed on: A. Conflict Resolution B. Bus Safety/Evacuation Drills C. Inspection and repair of building D. Building Security E. Campus Safety Drills F. Custody Procedures G. Student Release Procedures H. Campus Crisis Plan I. Schoolwide Expectations and CHAMPS for hallways, cafeteria, recess and restroom procedures. J. Fire Marshall Inspection K. FERPA L. Sexual Harassment M. Child Abuse Prevention N. Bullying O. Inclusion P. TBSI		Principal, Assistant Principal, Counselor	Faculty meeting and grade level agendas, comments and concerns from staff, students, and parents, review of custody documents, accident reports, discipline referral numbers, Eduhero Certificates				
2) Parents and visitors will be informed on: A. School Safety Procedures B. Signing in and out of the school office - Raptor System monitoring campus visitors C. Special procedures for holidays D. Car rider and walker procedures		Principal, Assistant Principal	Parent signatures, review of office records.				
3) Increase student responsibility and behavior accountability by using planners and the Token Tower schoolwide.		Principal, Assistant Principal, teachers	Decrease in discipline referrals; parent comments				
4) Counseling services will be provided for students in need. Social skills, anger management, and bully prevention skills will be taught.		Counselor, Principal	Decrease in discipline referrals, teacher reports				

5) A positive and calm learning environment will be provided through bell-to-bell instruction.		Principal, assistant principal, teachers	Observations, report cards, teacher reports				
6) Drug awareness curriculum will be taught through Red Ribbon Week, Character Education and/or Health Fair.		Counselor	Successful learning environment as reflected by test scores, report cards, student participation numbers				
7) Discipline referrals will decrease and academic achievement will increase due to efforts focused on self-esteem: Nine Week Awards in the Classroom, Semester Awards at Wrangler Roundup, Student of the week & Principal Tokens, Wrangler Cards, Birthday Recognition on Announcements, Rodeo Art, Counselor visits to classrooms, Honor Choir, Parent Program Performances, Praise notes, Manners Banquet and No Place for Hate Program.		Admin, Counselor, Music Teacher, Classroom Teachers	Report cards, discipline referral decrease, parent and student reports				
8) Team building strategies/activities will be used with staff and students to create a cohesive school family. Book studies will be offered.		Principal, Assistant Principal	Student and staff comments, decrease in office referrals				
9) Each classroom will stock an emergency "Gotta-Go-Kit"		Principal, Assistant Principal	Successful safety drills, observation of consistent availability				
10) Gun Safety - Eddy Eagle will be presented to 2nd grade students.		Counselor; Chief of NCISD Police	Student, staff, and parent comments; incident reports				
11) iSafe computer safety curriculum will be taught by all teachers.		Principal, Assistant Principal	Lesson plan documentation iSafe curriculum download.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: NCISD will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: All students receive ongoing health and wellness services.

Evaluation Data Source(s) 2: Clinic logs, screening reports, lesson plans, parent communication logs, program plans

Summative Evaluation 2:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Health services include vision/hearing screenings, open clinic operation for illness and emergencies, disease prevention information, dental hygiene education, Immunization Clinic information, etc.		Nurse, Principal	Increased student attendance, increased academic success				
2) Wellness services include 135 minutes minimum weekly of physical education activities, participation in the Fitness Gram program, coordination of a wellness fair, field day held annually, etc.		Principal, PE Teacher	Increased attendance, academic progress, student participation and endurance increase				
3) Homeless students will be monitored and consulted with on occasion for needs at school and home.		Principal, Counselor, District Homeless Liaison, Registrar	teacher observation, student conferences, parent conferences				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









Goal 3: NCISD will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: By the end of the 2018-2019 school year, parental involvement will increase.

Evaluation Data Source(s) 1: Parent surveys, attendance and participation at school activities, sign in sheet documentation, and School Parent Compact.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Opportunities to volunteer will be provided by: A. Volunteer opportunity list provided by individual teachers at Meet the Teacher/Orientation Night and/or first day of school B. Fall, Spring, Summer Kick-off book fairs C. Field trips D. First Week Celebration Parade E. Class Parties F. Fun/Field Day G. Fundraisers H. Community Service Projects I. Academic Family Nights J. Parent representatives on the SBDM Committee K. PTO</p>	3.1, 3.2	Principal; Parents	Parent involvement and participation, activity sign in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) We will hold an annual Title I Parent Meeting to review the Parent and Family Engagement (PFE) Policy. The PFE Policy will be distributed in English and Spanish electronically through Class Dojo and a hard copy will be sent home in each student's Thursday folders. The information can also be located on our school's website. The Site Base Team is used to evaluate the PFE Policy and Parent Compact.</p>	3.1, 3.2	Principal, Teacher	Sign in sheets, agendas and parent participation.				

<p>Critical Success Factors CSF 5</p> <p>3) Parent conference to discuss the first report card and sign the School Parent Compact</p>	3.1, 3.2	Principal, Team Leads, Teachers	Signed report cards and Compacts				
<p>Critical Success Factors CSF 5</p> <p>4) Parenting Partners will be implemented this school year through monthly workshops that combine parenting and leadership skills that empower parents to become vital contributors to their child's academic success. The eight comprehensive workshops are presented by each schools own trained facilitator team multiple times year-round, in multiple languages, creating a sustainable source of parent leaders.</p>	3.1, 3.2	Parenting Team Leader, Administrator	Participant participation and evaluations. Member participation will increase next school year.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: NCISD will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 2: Communication with parents, community, staff, and students will be at 90% or higher level of "agree" as reflected by the school and teacher surveys.

Evaluation Data Source(s) 2: Parent surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Meet the Teacher/Orientation Night and Wrangler Roundup Assemblies throughout the school year instead of daily.		Principal, Assistant Principal, Counselors, Teachers	Sign in sheets, agendas, materials				
2) School and teacher websites updated monthly to keep parents informed of class announcements and special events.		Principal, Media Specialist, Teachers	Observation, parent reports				
3) Social Media (Facebook & Twitter,) School Connect, and the Call out/Text system will be used to keep parents informed of school updates and special events.		Principal; media specialist	Parent comments, student involvement in development and writing				
4) Daily/weekly home folders and planners sent home to increase parent/teacher communication.		Principal, Team Leads, Teachers	Signed planners returned, Parent comments				
5) Recognition/Awards Ceremonies will be held each semester to recognize student accomplishments. Teachers will recognize students each nine weeks in the classroom.		Principal, Principal's Secretary	Parent and student participation				
6) VRE Spanish speaking staff will be utilized as interpreters as needed to improve communication with our growing Hispanic population.		Principal, ELL Specialist, Assistant Principal	Parent comments, increased parent participation				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: By the end of the school year, all Valley Ranch Elementary students and staff will show proficiency in the NCISD standards for technology

Evaluation Data Source(s) 1: Classroom visits, lesson plans, staff and student projects will clearly reflect the use of technology in the learning environment as evidenced by walkthroughs and TTESS evaluations.

Summative Evaluation 1:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Ensure instruction of technology TEKS to students in grades K-5: A. Internet Skills B. Technology Skills C. Keyboarding D. Graphics E. Printed Projects		Principal, Technology Teacher	Review of lesson plans, classroom visits by administrators.				
2) Adhere to Acceptable Use Policy and Safety on the Internet, using iSafe program.		Principal, Media Specialist, Teachers	Parent and staff signatures on policy, incident reports, observation				
3) Provide training to new staff on the use of hardware and software through technology competencies. TEAMS and Eduphoria training will be provided.		Principal, Media Specialist	Staff development schedules and staff competencies completed.				
4) Library circulation maintained through Destiny by Follett Software.		Principal, Media Specialist, Media Specialist, paraprofessional	Circulation reports				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: NCISD will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: Through the school year, VRE will maintain 100% Highly Effective staffing.

Evaluation Data Source(s) 2: Certification reports, Human Resource records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Recruitment of Highly Qualified staff will continue through NCISD job postings, job fairs, college teaching and alternative certification programs.		Administration	100% HQ teacher status				
2) Provide mentors for all new teachers (when campus has new teachers) and for teachers in need of extra assistance.		Principal, Assistant Principal	Teacher report, observation results				
3) All teachers will be ESL certified.		Principal, Human Resources	Teacher Certificates				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> 4) Staff will participate in professional development opportunities that will help develop and retain highly effective staff. Specifically, administrators will receive specialized training that will improve staff climate and student performance on formal and informal assessments.		Principal	The participation in training opportunities will be increased. Survey data about the effectiveness of training will be analyzed.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Personnel for Valley Ranch Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Fults	Technology Instructional Aide	Instruction	1.0
Karon Rasor	EL Specialist	Dual Language/ESL	0.5
Patti McQuary	RTI Specialist	Response to Intervention Teacher	0.5
Tina vonGonten	Dyslexia Specialist	Dyslexia	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheree Love	Instructional Aide	Response to Intervention	1.0
Patti McQuary	RTI Specialist/Teacher	Response to Intervention	0.5
Sally Kitchens	Instructional Aide PK	Pre-kindergarten	1.0
Wendy Nash	Instructional Coach	Instruction	1.0

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Nicole Jones	Principal
Classroom Teacher	Renda Meier	Teacher
Community Representative	Gary Southard	Community Representative
Parent	Debbie Lamison	Parent
Classroom Teacher	Monica Garcia	Teacher
Classroom Teacher	Amy Hall	Teacher
Classroom Teacher	Victoria Votaw	Teacher
Classroom Teacher	Melody Briones	Teacher
Professional Support	Sherri Abrahams	Instructional Coach
Business Representative	Jared Smith	Business Representative
Parent	Kendra Hartman	Parent
Business Representative	Jennifer Zlomke	Business
Community Representative	Betty Wyatt	Community