

**New Caney Independent School District**  
**Valley Ranch Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

## **New Caney ISD:**

Graduate students who are equipped to thrive in the REALITY of their future.

## **Valley Ranch Elementary:**

Valley Ranch Elementary is dedicated to ensuring high levels of learning for ALL students.

# Vision

## **New Caney ISD:**

Preparing our learning community for the REALITY of tomorrow.

## **Valley Ranch Elementary:**

To ensure high levels of learning, we will...

- create a community of collaborative learners
- address the social/emotional needs of the whole child (7 Mindsets)
- provide differentiation through data-driven instruction
- create a positive student-centered environment
- empower individuals to set and achieve goals

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2022 Accountability Rating: B

Valley Ranch Elementary is a Title 1 EE-5 campus, including an ECSE class and two Applied Skills SPED classrooms, with a student enrollment of 850 students. Of 850 students, 27% are Hispanic, 2% Asian, 6% Black/African American, 1% Native Hawaiian/Pacific Islander, 80% White, and 6% two or more races. Of 850 students, 60% are at risk, 32% are LEP, 67% are economically disadvantaged, 14% special education, and 3% are gifted and talented. We are a neighborhood school. The school was established in 2006. We are one of the largest elementary schools in New Caney ISD. Currently closed to transfers due to high enrollment.

The attendance rate for 2022-2023 was 93.65%, up from 92.7% in 2021-2022

The mobility rate is 15%

We have had ten students this year that qualified for McKinney-Vento; 67% of our students are on Free/Reduced lunch, 63 students are military connected, and 11 of those students with active military; 20 students served this year for GT/Talent Pool, 490 students identified as at-risk MOY compared to 452 BOY.

Community Information:

Per Neighborhoodscout.com and [crimegrade.com](https://www.crimegrade.com)

Professions - construction, retail and healthcare

Age - a higher percentage of 5 - 17 (school grade) & 35-54

Education - high school

Crime Rate - rated a C - due to theft being the biggest issue

Percentage of renters/owners - In Porter, Texas, [82.0%](#) of the population owns their homes, while approximately 18.0% rent. The average cost of a single-family home in Porter, Texas in 2022 is [\\$269,007](#), which is high in the United States and high in Texas. The average one-bedroom [apartment cost](#) is approximately \$1,130 per month.

How do we interact with our community's major employers and universities/community colleges?

- During college and career readiness week, we had professional members of the community come and talk to our students about their career paths. Mgt. Sherrifs office and relators participate as well.

- UH student teachers, Infinity student volunteers, St. Thomas participation

### **Demographics Strengths**

Students understand goal setting and the focus on getting better rather than perfection.

Special Education and General Education share responsibility for all students.

Data is used for training and planning for instruction

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Problem Statement 3: K-1 Literacy needs to target fluency and decoding. **Root Cause:** Lack of understanding with practical application of science of teaching reading vs. traditional practices

**Problem Statement 2 (Prioritized):** Problem Statement 2: Dual Language students are making less progress than their English peers. **Root Cause:** Inadequate coaching cycles and support for dual language teachers hinder strong tier 1 instruction.

**Problem Statement 3 (Prioritized):** Behaviors impact the learning of students as well as the ability of the teachers to perform their jobs. **Root Cause:** Training on the Social Emotional side of children and how to serve their needs concerning trauma and restorative practices.

# Student Learning

## Student Learning Summary

Students need access to high-quality and current-topic library books. Currently, libraries have outdated collections and require a refresh to provide high-quality print and digital literature for all students in a library setting. Media specialists are not certified librarians and experts in library collection development. Collections need weeding and updated resources. Due to COVID, our schools have fallen behind with library collection development to support student learning.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Based on AIMSweb data and CLI students did not make expected growth measures in K and 1st grade **Root Cause:** New systems and instructional strategies were put in place and took time to understand and implement

**Problem Statement 2 (Prioritized):** Problem Statement 3: K-1 Literacy needs to target fluency and decoding. **Root Cause:** Lack of understanding with practical application of science of teaching reading vs. traditional practices

**Problem Statement 3 (Prioritized):** Problem Statement 2: Dual Language students are making less progress than their English peers. **Root Cause:** Inadequate coaching cycles and support for dual language teachers hinder strong tier 1 instruction.

**Problem Statement 4:** Data-driven instruction **Root Cause:** There is a transition to teachers pulling data to use for targeted instruction. Teachers need content area focused professional development to improve their content knowledge and ultimately improve student success.

**Problem Statement 5:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. **Root Cause:** Lowered rigor in tier 1 instruction has created a learning gap.

**Problem Statement 6:** Students need a connection and relationship with someone in the school. **Root Cause:** Students need a sense of belonging at school-the House system will help address this need.

**Problem Statement 7 (Prioritized):** Students are experiencing higher needs for social emotional areas to be met **Root Cause:** Continued stress from pandemic have had lasting impact on student's lives and learning

# School Processes & Programs

## School Processes & Programs Summary

The principal has 17 years of experience, and the state average is 6.3. The assistant principals have an average of 3.0 years of experience, and the state average is 5.3.

The district's Instructional Team provides the scope and sequence for the district.

Campuses and teams are allowed autonomy when selecting from instructional resources.

The campus has learning walks and coaching cycles to demonstrate effective practices for instruction.

The district provides instructional resources. The district provides professional development opportunities for staff to learn and grow during the school year and in the summer.

We have consultants who provide support to our teachers throughout the school year.

We have after-school clubs that students can participate in, along with a Student Council, and we will implement a Safety Patrol with our Student Ambassador program.

## School Processes & Programs Strengths

All highly qualified staff by the end of the school year.

The majority of our teaching staff have 6-10 years of experience, and only 4.1% of our staff have no experience.

Retention is high on our campus, with a low turnover rate of less than 2%.

Weekly team planning meetings and collaboration with the Instructional Leadership Team.

Mentoring is provided to teachers with no experience.

Dual-Language stipends are provided to Spanish and English Dual Language Teachers.

The committee-based decision-making process for our campus includes parents and community members.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students are experiencing higher needs for social emotional areas to be met **Root Cause:** Continued stress from pandemic have had lasting impact on student's lives and learning

**Problem Statement 2:** Students need a connection and relationship with someone in the school. **Root Cause:** Students need a sense of belonging at school-the House system will help address this need.

**Problem Statement 3:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. **Root Cause:** Lowered rigor in tier 1 instruction has created a learning gap.

**Problem Statement 4:** Data-driven instruction **Root Cause:** There is a transition to teachers pulling data to use for targeted instruction. Teachers need content area focused professional development to improve their content knowledge and ultimately improve student success.

**Problem Statement 5 (Prioritized):** Problem Statement 2: Dual Language students are making less progress than their English peers. **Root Cause:** Inadequate coaching cycles and support for dual language teachers hinder strong tier 1 instruction.

**Problem Statement 6:** Based on AIMSweb data and CLI students did not make expected growth measures in K and 1st grade **Root Cause:** New systems and instructional strategies were put in place and took time to understand and implement



# Perceptions

## Perceptions Summary

Valley Ranch Elementary is dedicated to ensuring high levels of learning for all students.

Teamwork has been essential for campus success. We strive to improve Student Achievement scores for all tests and build a student-centered learning culture.

We have a school-wide positive behavior system. We have also implemented the 7-Mindsets Social Emotional Learning lessons. Social-emotional support and learning have been an area of focus during small groups with the school counselor and during our weekly community time of Wrangler Roundup. Office referrals are down this school year. We encourage positive office referrals. Students can also visit the Wrangler treasure box after completing their Wrangler cards.

Parents participate in family engagement activities like PTO, Family Engagement nights, G/T Showcases, Book Fairs, Spirit Nights at local restaurants, Student performances, etc. Parent survey data is taken each school year and reviewed by our campus, and adjustments are made as needed.

According to our Panorama survey, our students have a strong sense of belonging, share good teacher-student relationships, and indicate positive feelings about our school climate.

## Perceptions Strengths

Our students are surveyed, and positive feelings are our highest-rated area in the Social-Emotional learning competencies.

Also, according to students, teacher-student relationships and school climate are areas we excel in.

Parents have indicated the following on the parent survey:

- \*Violence is not an issue at our school.
- \*Their child feels safe at school.
- \*I can communicate with my child's teacher.
- \*I am treated with courtesy and respect by my child's school.
- \*They know the school is drug and alcohol-free.
- \*They know what is expected of their child's behavior at school.
- \*They support their child's learning at home.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Based on the campus culture and climate survey, staff report some inconsistency with someone discussing individual staff progress at school. **Root Cause:** Changes in leadership team caused us to take time to build relationships and put systems in place to monitor staff.

**Problem Statement 2:** Emotional Regulation (4%), Growth Mindset (52%), and Challenging Feelings (47%), are identified as areas of need according to our Social-Emotional Learning survey. **Root Cause:** There is an identified need for continued social-emotional learning support. Physical maturation of the brain and social-emotional development occur during the elementary school-age years. Continued environmental traumas, including economic hardships, loss of housing, and sustainable food resources.

**Problem Statement 3:** Sense of value and importance with our para educators. there is a need for more vertical alignment among all staff. **Root Cause:** Lack of team building with all staff not just grade level teams.

# Priority Problem Statements

**Problem Statement 1:** Problem Statement 3: K-1 Literacy needs to target fluency and decoding.

**Root Cause 1:** Lack of understanding with practical application of science of teaching reading vs. traditional practices

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Problem Statement 2: Dual Language students are making less progress than their English peers.

**Root Cause 2:** Inadequate coaching cycles and support for dual language teachers hinder strong tier 1 instruction.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** Behaviors impact the learning of students as well as the ability of the teachers to perform their jobs.

**Root Cause 3:** Training on the Social Emotional side of children and how to serve their needs concerning trauma and restorative practices.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students are experiencing higher needs for social emotional areas to be met

**Root Cause 4:** Continued stress from pandemic have had lasting impact on student's lives and learning

**Problem Statement 4 Areas:** Student Learning - 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 goals
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- 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 engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** VRE 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:** The percentage of students approaching grade level, meeting grade level and mastering grade level standards/expectations for all subject areas on STAAR will increase by 10%. PK-2 will make one year's growth on their assessment measures.

**High Priority**





**Evaluation Data Sources:** STAAR summary will be disaggregated to identify areas of strengths and needs. TELPAS, CLI, Aimsweb, report cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will increase supplemental instructional resources, materials, and hands-on manipulatives to enhance the curriculum. (Manipulatives classroom libraries, mentor texts, fine art supplies) Staff PD will be provided through contracted services, PLC, and collaboration book studies to improve activities and instructional strategies. We will use a literacy reading tracking program and give incentives to students that reach their reading goals. We will use an interactive program to engage students in hands-on math problems.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ AP, IC, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Funding Sources:</b> STEM Aide - Title I - \$27,341</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted during school tutoring will be offered to help homeless and other at-risk students so that they are able to meet the state's challenging performance standards, most specifically in math or English/language-arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Informal and formal assessments, including STAAR tests will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Homeroom Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Instructional Coach will provide support, mentoring, coaching and training for teachers in order to maximize student learning while teaching best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. Improved TTESS scores for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$79,761, Instructional Coach - State Compensatory Ed - \$39,214</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be trained in highly effective strategies to help improve student performance. Specifically, how to train teachers to provide hands-on learning opportunities using math manipulatives, and decodable readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase on formal and informal assessments including CBAs and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Shannan Alba Consulting - Title IV - \$5,500, National Literacy Institute - Ron White Experience - Title I - \$3,400</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> VRE will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will improve as evidenced by local assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Department of Instruction, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers and Care Team will develop an action plan for any student that is not meeting goals or failing at the end of a grading period. Parent conferences will be held and interventions will be offered. Teachers will review data and goal folders after each CBA or Bundle assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in 9 week failure rates</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, RTI, SSC, Care Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Technology will be used to increase and enhance reading, math, and science skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student improvement on tests and assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, RTI, SSC, IC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Ed, - State BIL/ESL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Resource teachers and paras will be available for all identified students needing Special Education assistance. Applied skills teacher and paras will be available for all qualifying students needed specialized educational assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased failure rate, IEP Objectives and goals met, improved student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> SPED teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Instructional support personnel will be provided to help EL and At-Risk students achieve higher levels of performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of student performance on check points, benchmark, progress reports, CBA, report cards, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, AP, EL Coach, RTI Specialist, EL para, RTI Para</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> At Risk Counselors - State Compensatory Ed - \$88,394</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** VRE 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:** Students with learning disabilities, at-risk, English Learners and migrant student performance on state-mandated tests will increase by 5%, as compared to the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** STAAR summary will be disaggregated to identify areas of strengths and needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC meetings for general education and special education staff members will be facilitated with each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of special education students taking and meeting the minimum expectations on all required STAAR tests will be improved by 10% for approaches, meets, and masters. cases. In addition to meet the needs of emergent bilinguals headphones with microphones are needed for students to practice the four TELPAS domains of listening, reading, writing, and speaking. The district will be using ESSER funds for these headphones with microphones.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Education Teachers and Aides and the Special Education Team Lead.</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The RTI Specialist will implement and monitor the Response to Intervention (RTI) Multi Tiered Support System (MTSS) process in order to increase student achievement for identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress will be monitored at each of the CARE meetings, once every six weeks. Report card data, CBAs, progress monitoring reports (Aimsweb) and universal screening data (CLI) will be used to monitor student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Homeroom Teacher</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> RTI Specialist - State Compensatory Ed - \$41,891</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Dyslexia Specialist will identify and then provide therapy to identified dyslexic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, reading skills, and other formal and informal assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Dyslexia Specialists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Dyslexia Staff - State Compensatory Ed - \$120,226, Dyslexia Teacher (1FTE) - Local - \$38,379</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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, ELLevation instructional 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> <p><b>Strategy's Expected Result/Impact:</b> EL students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, and other formal and informal assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EL Coach</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> EL Specialist - State Compensatory Ed - \$20,925, EL Specialist (0.5 FTE) - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The Response to Intervention (RTI) Instructional Aide and EL Instructional Aide will assist the RTI Specialist and the EL Coach in implementing and monitoring the (RTI) process in order to increase student achievement for identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress will be monitored at each of the CARE meetings, once every six weeks. Report card data, CBAs, Running records, progress monitoring reports (Aimsweb) and universal screening data (CLI ) will be used to monitor student progress. ELLevation reports on instructional strategies that teachers have used during instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RTI Specialist</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> RTI Instructional Aide - Title I - \$42,070</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Formal and informal assessment information will show improvement. Specifically, CLI Engage scores will show improvement from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PK Teacher</p> <p><b>Funding Sources:</b> PK Aide/Instructional - State Compensatory Ed - \$52,392, Instructional Aide - Title I - \$29,899</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> NCISD will continue to screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. Testing materials and training for staff will be necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> District and Campus Coordinators will periodically meet to assess degree of student/program success. Agendas and Sign-In sheets will be kept.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Instruction, Lead Dyslexia Teachers, Principals</p> <p><b>Funding Sources:</b> ESC Training - State Compensatory Ed - \$0, Supplies for Dyslexia - State Compensatory Ed - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> SPED support staff will receive specialized training including co-teaching best practices, autism, etc. Students will receive In-Class and Resource Support as needed. SPED teachers will meet with district support monthly and administration weekly to collaborate.</p> <p><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> SPED staff, principal.</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The EL aide will pull EL/LEP students daily to work on specific skills. ELLevation strategies will be used during instruction with EL/LEP students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance as measured by formal assessments like the CBA and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

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.

**Staff Responsible for Monitoring:** EL Specialist, Principal, Instructional Coach.



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** VRE 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 or exceed an attendance rate of at least 94% for the school year.





**Evaluation Data Sources:** Attendance Reports from the PEIMS department.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The compulsory attendance law information will be sent home with every student. Administrators will communicate procedures with parents at orientation meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher and parent report, observation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> CARE Team documentation and attendance records.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar, CARE Team, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The principal will recognize the students who attend regularly at awards assemblies for all grade levels. Students will be recognized each month in the classroom in grades PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Canvas reports</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal's Secretary</p> <p><b>Funding Sources:</b> - Local - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** VRE 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 tool for instruction and classroom management.





**Evaluation Data Sources:** Yearly evaluation of overall campus technology program including technology usage reports. Remind and Teacher/Parent Communication Logs. Surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Technology will be used to enhance instruction. The campus Media Specialist will be used to support technology integration. Teachers will use Canvas to support their instruction. The campus Technology Instructional Aide will be utilized to increase the students' skills and abilities using technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Innovative instruction that promotes student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Media Specialist, Tech para</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Technology Applications Aide - State Compensatory Ed - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To better implement the technology-based programs that improve instruction with fidelity, we would like the students to have headphones with microphones to access all of the components of the programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage as identified by usage reports. More active engagement by the students through informal observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Media Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Media Specialist will provide PD to staff that supports innovative teaching and technology integration.</p> <p><b>Strategy's Expected Result/Impact:</b> Canvas lessons, student projects, blended learning</p> <p><b>Staff Responsible for Monitoring:</b> Media Specialist, IC, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** VRE 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:** VRE will provide a high-quality, comprehensive, developmental school counseling program.

**Evaluation Data Sources:** Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will continue implementing 7 Mindsets, an SEL curriculum promoting meaningful conversations, connections, and relationships between students and teachers. Implementation will include building leadership capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR, PEMIS and Panorama data will be disaggregated to identify trends in Social Emotional Learning capacity of staff and students, specifically regarding attendance, discipline, and grades</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Committee Leads</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 1:** VRE 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:** Provide access to updated, high quality print and digital library resources to support literacy initiatives.





**Evaluation Data Sources:** Library system check out statistics.  
Records of library materials by age, check out numbers, and relevant, current content.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze current library records, identify areas of need and purchase resources to update the campus library collections.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to check out library resources that are of high interest and relevant to help cultivate a culture of literacy to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Digital Learning, Campus Principal, Campus Media Specialist</p> <p><b>Funding Sources:</b> Update print and digital library resources - Title I - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will initiate a school-wide literacy program to encourages more reading and rewards students when they reach their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase the number of minutes they read to improve their literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - Title I - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Due to a curriculum change in elementary reading, teachers in grades K-2 will have an iPad to assist with instruction for Amplify lessons. This purchase will prevent campuses from printing off materials since they will be accessible on the iPad. The iPad is necessary since the Amplify curriculum is a scripted curriculum, and this will allow the teacher to annotate their lessons in real-time and be used in upcoming years.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop vocabulary and language development along with reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and ILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - ESSER III Grant ARP - \$10,300</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** VRE 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:** Provide opportunities for students to participate in game based TEKS instruction involving fitness activities to address health, wellness and learning loss due to COVID-19.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Due to COVID-19 students may not have had ample opportunities to participate in rigorous physical activity that may have affected the health and wellness of the student population. To increase participation in physical activity, all elementary gymnasium facilities will be equipped with the Lu Interactive Playground System. The system transforms the gym into an interactive learning space that combines core subject material, including TEK aligned math, science, RLA and social studies content and highly engaging game play.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase health and wellness as well as improve classroom TEKS performance using the interactive playground system.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, PE Teachers</p> <p><b>Funding Sources:</b> - ESSER III Grant ARP - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** VRE will investigate, establish and promote programs to lower the number of discipline records by 5% for school year.

**Evaluation Data Sources:** PEIMS discipline reports.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement the House System for positive behavior reinforcement, allowing students to have a crew and a connection with a house. The House system will incorporate high expectations and go above and beyond. Along with this we will explicitly teach communication skills to all students. We will have house celebrations and competitions. We will have grade-level competitions and recognition depending on the house. We will send small groups of teachers and staff to the Ron Clark Academy to learn more about the House System.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals; parent comments and a sense of belonging for our students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Funding for House Celebrations and Professional Development - Local - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counseling services will be provided for students in need. Social skills, anger management, and bully prevention skills will be taught.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, teacher reports</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Team building strategies/activities will be used with staff and students to create a cohesive school family.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff comments, decrease in office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Funding Sources:</b> - Local - \$600</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will implement a House System to connect all students to school. <b>Strategy's Expected Result/Impact:</b> Less discipline and a sense of belonging <b>Staff Responsible for Monitoring:</b> Counselor, Staff, Administration  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** VRE will improve safety and security on campus.





**Evaluation Data Sources:** Raptor visitor log-in system. Increase of safety devices and/or materials. Parent and student climate survey data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will increase security with additional safety procedures for doors and cameras. <b>Strategy's Expected Result/Impact:</b> Each campus have consistent response plan to emergencies.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Safety Audits will be implemented during the school year. <b>Strategy's Expected Result/Impact:</b> Emergency preparedness and safety will be increased on campus as evidenced by lower significant incidents and <b>Staff Responsible for Monitoring:</b> District Director of Life Safety and Emergency Preparedness, Assistant Principal, Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be educated on: Bullying, conflict resolution, Bus Safety, Emergency drills, 7 Mindsets, Eddie the Eagle-Gun safety <b>Strategy's Expected Result/Impact:</b> Lesson plans, assemblies, drill records <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration, Police  <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** 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:** VRE teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.





**Evaluation Data Sources:** Certification reports, Human Resource records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruitment of Highly Qualified staff will continue through NCISD job postings, job fairs, college teaching and alternative certification programs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% HQ teacher status</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide mentors for all new teachers and for teachers in need of extra assistance. Administrators will provide opportunities to observe veteran teachers and participate in learning walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher report, observation results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Local - \$400</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will be ESL &amp; G/T certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Certificates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Human Resources</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** 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:** VRE will be at or lower than the district employee turnover rate of 17% on the annual TAPR Report.

**Evaluation Data Sources:** TAPR Report Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A school community will be built in order to keep, develop and recruit qualified staff.  <b>Strategy's Expected Result/Impact:</b> Staff survey and lowering turnover ratio/data.  <b>Staff Responsible for Monitoring:</b> Principal, Secretary, and Sunshine Committee</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**Goal 3:** 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 3:** VRE will provide meaningful and quality professional growth opportunities for administrators, teachers and paraprofessionals.

**Evaluation Data Sources:** T-TESS professional development alignment to areas of refinement. Professional Development surveys of effectiveness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The participation in training opportunities will be increased. Survey data about the effectiveness of training will be analyzed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> TTESS Training for Principal - Local - \$500, TEPSA Grow Leadership Conference - Title I - \$1,937, Rigor Relevance Relationships Conference for Coaches - Title IV - \$900, Staar4ward for Leaders workshop for Assistant Principals - Title I - \$350, N2 Learning Principal's Institute - Title II - \$6,000, TEPSA Summer Conference - Title I - \$4,381, TEPSA Summer Conference - Local - \$555, Solution Tree Coaching Institute - Title I - \$945</p>	Formative			Summative
	Oct	Dec	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will be provided professional development as needed in order to help students achieve, including students identified as at-risk. Professional development includes training for dyslexia specialists, math teachers (ways to make math hands-on) and reading teachers (strategies to improve early literacy instruction, science of teaching reading, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Dyslexia Training - State Compensatory Ed, Professional Development for Science - Title I - \$5,000, Professional Development for Math Instruction - Alba Math - Title I - \$10,500, Professional Development for Reading - Title I - 15000 - \$8,000, Region 6 Bilingual ESL Title III Conference - EL Coach and EL Aide - Title III - \$80, K-2 Science of Teaching Reading session - Title I - \$400, Amplify ELAR Professional Development - Title I - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** NCISD will increase opportunities for parent/community involvement in all educational processes of our district.

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

**Evaluation Data Sources:** Parent surveys, attendance and participation at school activities as evidenced by sign in sheet documentation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We have many opportunities for volunteers to help at school. A volunteer opportunity list can be provided by individual teachers at Meet the Teacher/Orientation Night and upon request. Volunteer opportunities include: book fairs, some field trips, classroom parties, Field Day, fundraisers, Community Service Projects, Academic Family Nights, parent representatives on the SBDM Committee and the PTO.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement and participation, activity sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Parents</p> <p><b>Funding Sources:</b> - Local - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 Remind 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> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, agendas and parent participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will have parent conferences in the fall to discuss the first report card. If at any time parents are not satisfied with their child's academic progress, parents and guardians may call the front office to schedule a conference with your child's teacher(s).</p> <p><b>Strategy's Expected Result/Impact:</b> Signed report cards and Compacts</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Team Leads, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> VRE will conduct an Open House, Meet the Teacher, and Academic Nights <b>Strategy's Expected Result/Impact:</b> Parent participation and increased student engagement <b>Staff Responsible for Monitoring:</b> Teachers and Principals  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** NCISD will increase opportunities for parent/community involvement in all educational processes of our district.

**Performance Objective 2:** Effective 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 Sources:** Parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We have many opportunities for our families to be active and informed about their child's education. Come meet your child's teacher at Meet the Teacher/Orientation Night that is held in the fall. Throughout the school year each grade level will have a musical performance, we will have a Title 1 Informational Meeting, and PTO Meetings. We have one Project Based Learning Showcases for our families of G/T students and we have two Dual Language Family Nights. We also have a Reading and Social Studies Night and a Math and Science Night. Families can enjoy our Family Bingo Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, agendas, materials</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers</p> <p><b>Funding Sources:</b> - Local - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Social Media (Facebook &amp; Twitter) School Messenger, and Remind will be used to keep parents informed of school updates and special events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent comments, student involvement in development and writing</p> <p><b>Staff Responsible for Monitoring:</b> Principal; media specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monthly newsletters will be sent home with a list calendar events and weekly folders will be sent home with the students to increase school/family communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Signed folders (when applicable) and parent comments,</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Team Leads, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Written communication will be offered in English and Spanish in order to effectively communicate with all families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent comments, increased parent participation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Staff Responsible for Monitoring: Principal, Assistant Principal



No Progress



Accomplished



Continue/Modify



Discontinue

# State Compensatory

## Budget for Valley Ranch Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 5.25

**Brief Description of SCE Services and/or Programs**

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## Personnel for Valley Ranch Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carissa Davenport	Dyslexia	0.5
Cindy Masek	RTI Specialist	0.5
Crystal Larkin	PK Instructional Aide	0.5
Guadalupe Lopez	ELL Coach	0.25
Jenna Bindord	At-Risk Counselor	0.5
Jessica Ramirez	At-Risk Counselor	0.5
Julie Hicks	Instructional Coach	0.5
Monica Cervantes	Dyslexia	0.5
Sally (Kitchens) Gonzalez	PK Instructional Aide	0.5
Susan London	Dyslexia	0.5
Victoria Blackstock	PK Instructional Aide	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheree Love	Instructional Aide	Response to Intervention	1.0
Cindy Mesek	RTI Specialist/Teacher	Response to Intervention	0.5
Heather Porter	Instructional Coach	Instruction	1.0



# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STEM Aide		\$27,341.00
1	1	3	Instructional Coach		\$79,761.00
1	1	4	National Literacy Institute - Ron White Experience		\$3,400.00
1	1	5			\$1,500.00
1	2	5	RTI Instructional Aide		\$42,070.00
1	2	6	Instructional Aide		\$29,899.00
1	6	1	Update print and digital library resouces		\$10,000.00
1	6	2			\$2,000.00
3	3	1	Staar4ward for Leaders workshop for Assistant Principals		\$350.00
3	3	1	TEPSA Summer Conference		\$4,381.00
3	3	1	TEPSA Grow Leadership Conference		\$1,937.00
3	3	1	Solution Tree Coaching Institute		\$945.00
3	3	2	Amplify ELAR Professional Development		\$2,500.00
3	3	2	K-2 Science of Teaching Reading session		\$400.00
3	3	2	Professional Development for Science		\$5,000.00
3	3	2	Professional Development for Reading	15000	\$8,000.00
3	3	2	Professional Development for Math Instruction - Alba Math		\$10,500.00
<b>Sub-Total</b>					<b>\$229,984.00</b>
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	N2 Learning Principal's Institute		\$6,000.00
<b>Sub-Total</b>					<b>\$6,000.00</b>
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2	Region 6 Bilingual ESL Title III Conference - EL Coach and EL Aide		\$80.00
<b>Sub-Total</b>					<b>\$80.00</b>

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Shannan Alba Consulting		\$5,500.00
3	3	1	Rigor Relevance Relationships Conference for Coaches		\$900.00
<b>Sub-Total</b>					\$6,400.00
ESSER III Grant ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$10,300.00
1	7	1			\$25,000.00
<b>Sub-Total</b>					\$35,300.00
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coach		\$39,214.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	9	At Risk Counselors		\$88,394.00
1	2	2	RTI Specialist		\$41,891.00
1	2	3	Dyslexia Staff		\$120,226.00
1	2	4	EL Specialist		\$20,925.00
1	2	6	PK Aide/Instructional		\$52,392.00
1	2	7	ESC Training		\$0.00
1	2	7	Supplies for Dyslexia		\$0.00
1	4	1	Technology Applications Aide		\$0.00
3	3	2	Dyslexia Training		\$0.00
<b>Sub-Total</b>					\$363,042.00
State BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	Dyslexia Teacher (1FTE)		\$38,379.00
1	2	4	EL Specialist (0.5 FTE)		\$0.00
1	3	3			\$300.00
2	1	1	Funding for House Celebrations and Professional Development		\$10,000.00
2	1	3			\$600.00
3	1	2			\$400.00
3	3	1	TTESS Training for Principal		\$500.00
3	3	1	TEPSA Summer Conference		\$555.00
4	1	1			\$400.00
4	2	1			\$200.00
<b>Sub-Total</b>					\$51,334.00