



## Acknowledgements

The 2019-2020 Valley View Elementary Campus Improvement Plan (CIP) was approved by the Campus Leadership Team. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2019. District leadership developed the District Improvement Plan Administrative to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,  indicates goals and priorities identified by Eanes ISD;  
 indicates CIP goals required by the State of Texas.

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Campus Leadership Team					
Jennifer Dusek <i>Principal</i>	Brandis Smoland <i>Assistant Principal</i>	Aaron Pena <i>Kindergarten Teacher</i>	Amy Lugo <i>First Grade Teacher</i>	Amy Lopez <i>Second Grade Teacher</i>	Danielle Rivas <i>Third Grade Teacher</i>
Rochelle Hebert <i>Fourth Grade Teacher</i>	Danette Woods <i>Fifth Grade Teacher</i>	Lisa Bost <i>Campus Support Specialist</i>	Julie Cimino <i>Special Area Teacher</i>	Joelle Pulido <i>Special Education Teacher</i>	Sara Perez <i>Educational Partner</i>
Lauren Praytor <i>Parent</i>	Anita Lakshman <i>Parent</i>				



The Mission of Valley View Elementary is to develop successful learners and responsible citizens through a team effort between the school, the parent community, in a positive learning environment.

### Campus Priorities for 2019-2020

1

Guaranteed & Viable Curriculum (GVC)



2

Social Emotional Learning (SEL)



3

Community Building



4

Innovation at Valley View



### Campus Goals for 2019-2020

#### A. High Levels of Learning for All

- \*PLC and campus collaboration to identify and align essential standards
- \*Implementation of identified Tier 1 interventions within all learning environments
- \*Increase opportunities for building teacher leadership capacity with campus "Laugh & Learn" meetings

#### B. Oral and Written Communication

- \*Implementation of new ELA TEKS and district adopted curriculum that aligns with best practices embraced by EISD (i.e. writer's workshop, guided reading, balanced literacy, etc.)
- \*Embed opportunities to support oral and written communication goals across disciplines / content areas

#### A. Positive Behavior Intervention System and Restorative Practices

- \*Alignment of campus wide behavioral expectations
- \*Consistent communication about and instruction of campus behavioral expectations to support behavior accountability and to celebrate expected and desired student behaviors
- B. SEL Core Competencies
- \*Monthly core competencies embedded within classroom and campus wide SEL lessons and discussions
- \*Monthly SEL themes identified, conveyed via purposeful lessons, and celebrated for all VVE stakeholders

#### C. Restorative Practices

- \*Campus Wide Implementation of Restorative Practices to support healthy interactions and to increase expected and desirable behaviors

#### A. Communication

- \*Increase opportunities for stakeholders to understand and engage with VVE initiatives and work through a variety of communication channels

#### B. Celebration

- \*Showcase student work and performances across campus and off campus with local community partners

#### C. Connection

- \*Increase community and global connections for all VVE stakeholders through social media accounts

#### D. Campus Beautification and Pride Efforts

- \*Embed multiple opportunities throughout the year for the campus community to work together on the beautification of the outdoor grounds to exude pride in our campus

#### A. Flexibility

- \*Explore student opportunities for flexible learning (experiences and spaces)

#### B. Leadership

- \*Empower and encourage student leadership through a variety of opportunities throughout the school year

#### C. Exploration

- \*Introducing and applying Universal Design Learning

**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)****for Oral and Written Communication, Special Education****Oral & Written Communication**

<b>1.a.</b>	<b>Develop clear expectations for Disciplinary Literacy</b>				
<b>1.b.</b>	<b>Incorporate oral and written communication into all subjects.</b>				
<b>1.c.</b>	<b>Increase opportunities for inter-disciplinary education</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
1.a.	Support disciplinary literacy by facilitating conversation with teachers in PLC /faculty meetings	2019-20	Principal, Assistant Principal, Educational Partner	Lead4ward, Texas Essential Knowledge and Skills, TGAP goals, EISD Curriculum Documents	Formative/Summative: Plan days /times throughout the school year for collaboration and guided professional learning in content areas, Implement collaborative learning meetings taught by campus experts that allow for teacher choice in professional development ("Laugh & Learn" Meetings)
1.b.	Provide teachers with opportunities to develop curriculum resources that support disciplinary literacy (early release days, curriculum planning days)	2019-20	Principal, Assistant Principal, Educational Partner	EISD Google Sites in Math and ELAR, Lead4ward, Texas Essential Knowledge and Skills	Formative/Summative: Plan days /times throughout the school year for collaboration and guided professional learning in content areas
1.c.	Support and monitor implementation of expanded communication opportunities in each discipline	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Texas Essential Knowledge and Skills, TGAP, Team Meetings, PLCs	Formative/Summative: Anecdotal Records, TGAP, Lesson Plans, Posting Learning Targets
1.a.	Use vision statements from core areas and new ELA TEKS (adopted 2017) to set expectations for curriculum, instruction and assessment of disciplinary literacy skills in each area	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Lead4ward, Texas Essential Knowledge and Skills, EISD Curriculum Documents, EISD Google Curriculum Sites	Formative/Summative: Classroom Observations, Teacher-EP Dialogues, Teacher-Admin Dialogues, Grade and Subject PLCs



**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)**

**for Oral and Written Communication, Special Education/ §504**

**Special Education/ §504**

- 2.a. Enhance and refine support systems for instructional delivery models PPCD-ATS
- 2.b. Provide curriculum resources, research based instructional strategies and assessment tools to special education teachers to enable fidelity of implementation in the areas of Math, and English Language Arts, Transition for students needing specially designed instruction in collaboration with CIA Department (District Goal)
- 2.c. Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee
- 2.d. Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
2.b.	Create a UDL leadership team focused on campus implementation and modeling of strategies	2019-20	Principal, Assistant Principal, Educational Partner	District UDL Committee, EISD SPED Administrators, UDL resources, Coalition of the Willing	Formative/Summative: Team Planning, Observations
2.d.	Highlight and model effective practices in the areas of SEL, Restorative Practices, UDL and Inclusion	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Staff SEL, UDL resources, Restorative Practice Trainings	Formative/Summative: Observations and training agendas
2.d.	Provide ongoing support for teacher and instructional assistants to enhance the instructional delivery model on campus	Ongoing	Principal, Assistant Principal, Educational Partner	UDL resources and training, Restorative Practice Trainings, Grade Level PLCs, Special Areas PLCs, After School	Formative/Summative: Classroom Observations, Teacher-Admin Dialogue Sessions
2.d.	Continue on-going professional development and support for the alignment of curriculum resources in math and ELA	Ongoing	Instructional Leadership Team	EISD Google Sites in Math and ELA, Curriculum Documents	Formative/Summative: Grade Level PLCs, District Content PLCs
2.c.	Provide training and support for staff on §504 services and dyslexia identification and support	Ongoing	Principal, Assistant Principal	Teir Intervention Documentation, §504 beginning of year training, Dyslexia Specialist Training Resources	Formative/Summative: §504 Documentation

**INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social-Emotional Learning**

**Pre-K-12 Social-Emotional Learning**

3.a.	<b>Reduce cultural stress; value emotional health and social emotional development</b>				
3.b.	<b>Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self- Management, Self-Awareness, Relationship Skills, and Responsible Decision Making</b>				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3.a.	Implement restorative practices K-12 that encourage healthy relationships, self-management, self-awareness and responsible decision	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Second Step, Restorative Practice Trainings, PBIS implementation & support through Region 13	Formative/Summative: Classroom SEL Meetings, Classroom Observations, Behavior Documentation
3.b.	Provide a K-5 campus-wide GVE around one or more of the SEL Competencies (e.g. STEAM Day, Career Day, Earth Day, International	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	STEAM carts, Parent Volunteerism, Booster Club Support	Formative/Summative: Observations of and Participation in: STEAM Day, International Day, Career Day
3.b.	Monitor implementation of the SEL Competencies through the EISD Appraisal and Growth System.	2019-20	Principal, Assistant Principal	Second Step, Restorative Practice Trainings, PBIS implementation & support through Region 13, TGAP Goals	Formative/Summative: Classroom SEL Meeting Observations, Classroom Observations, Behavior Documentation
3.b.	Ensure the K-8 SEL Competencies are being taught effectively through the use of the Second Step resources and lessons embedded within the	Ongoing	Principal, Assistant Principal, Educational Partner	Second Step, Restorative Practice Trainings	Formative/Summative: Observations
3.a.	Provide direct instruction of SEL competencies based on student need and embedded instruction for all students.	Ongoing	Principal, Counselor, Educational Partner	Second Step, Restorative Practice Trainings	Formative/Summative: Observations, Behavior Data, Counselor Data and Small Groups

**OPERATIONAL GOAL #2: Community Building**

<b>2.a.</b>	<b>Ensure consistency, clarity and inclusivity.</b>				
<b>2.c.</b>	<b>Increase opportunities for authentic engagement of our parents, community members and business partners.</b>				
<b>2.d.</b>	<b>Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
	Collaborate with parent and community groups to communicate campus initiatives and opportunities for stakeholder engagement	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Social Media, Parent Surveys, Booster Club Meetings	Formative/Summative: Community Participation, Feedback Surveys, Attendance Comparisson, Social Media Data Mining
	Develop strategies to enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Social Media, Booster Club Meetings, Restorative Practice Trainings, PBIS implementation & support through Region 13	Formative/Summative: Community Participation, Feedback Surveys, Attendance Comparisson, Social Media Data Mining, Team PLCs, Booster Club Sponsored events: VVE Carnival, BINGO night, VVE EEF House Party, VVE Movie Night, PEEPS on the Playground
	Create consistent messaging throughout district and school communication, including potential bond or visioning efforts	Ongoing	Principal, Assistant Principal	Social Media, Weekly Schoolwide Email Communications, Booster Club Meetings	Formative/Summative: Parent Feedback

**DIP GOAL #2: System Measures**

**Academic Performance All Content Areas Tested (STAAR Results)**

<b>2.a.</b>	<b>All students and each student group will show progress in each tested reporting category.</b>				
<b>2.b.</b>	<b>All students and each student group will achieve “approaches” grade level performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
2.a.1	Identify student groups who may/did not demonstrate progress.	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Student screening data, STAAR data, SST Process	Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested show progress in each reporting category.
2.b.1	Identify all students and student groups that did not meet the "approaches" grade level performance	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Tiers I and II II Interventions, Progress Monitoring	Formative: STAAR data analysis and identification of students. Summative: All students tested achieve approaching grade level performance and demonstrate progress.
2.b.2	Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk).	2019 - 2020	Exec. Director of Special Services, CIA, Principals, SST Committees, Educational Partners	Professional Learning, TGAP Data, Learning Walks	Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data.
					Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases.

**DIP GOAL #3: System Measures Student Special Populations**

**English as a Second Language (ESL)**

<b>3.a.</b>	<b>Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.</b>				
<b>3.b.</b>	<b>All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.a.1	Provide all faculty professional learning in the development of second language acquisition to increase the number of ESL certified teachers.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff, ELPS, LPAC	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan)
3.b.1	Coordinate planning between regular education and EL teachers to develop language acquisition strategies for identified LEP students.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers,	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC	Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors.
			LPAC		Summative Students meet or exceed their plan to meet LEP Exit Criteria via the state assessment system.

**Gifted and Talented (TAG)**

<b>3.c.</b>	<b>Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.c.1	Provide all faculty professional learning in the characteristics of GT students and designing instruction to effectively engage them as learners.	2019 - 2020	CIA, GT specialists. Principals	Summer and online professional learning	Formative: Identify teachers for GT certification and/or update Summative: GT student performance in all courses

**Special Education**

<b>3.d.</b>	<b>The SPED Group will increase the approaches grade level rate on STAAR in each subject area as compared to the results from the previous year.</b>				
<b>3.e.</b>	<b>Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.d.1	Provide ongoing training and evaluate special education teachers on writing present levels of performance measurable and observable goals and objectives.	2019 - 2020	Special Education Administration, Special Education Instructional Partner	ESC training resources, Professional learning	Formative: Teacher work samples, ARD feedback from coordinators, results of intervention with teachers Summative: TGAP data, progress monitoring of ARD paperwork
3.d.2	Implement curriculum resources, research- based instructional strategies and assessment tools in math and ELA, Transition	2019 - 2020	Special Education Administration, Special Education Instructional Partner, CIA Department, UT Meadows Center Consultant, Special Education Teacher	TEKS, Curriculum resources, UT Meadows Contacts, Professional Learning Academies, embedded professional learning	Formative: Identification of research-based curriculum resources, instructional strategies and assessment tools; provide professional learning for implementation Summative: STAAR results, TGAP data on implementation; Progress monitoring BOY, MOY, EOY results
3.d.3	Provide professional learning on best instructional practices around Universal Design for Learning	2019 - 2020	Special Education Administration, CIA Department, Principals, Instructional Partners, General Education and Special Education Teachers	Summer professional learning, Contracted Consultant from CAST – Kristen Rodriguez	Formative: Attendance logs, exit interviews Summative: STAAR results, TGAP data on implementation, progress monitoring
3.e.1	Perform internal review of SPED Department policies, procedures and practices as reflected in SSP/CAP	2019 - 2020	Special Education Administration, CIA Department	TEA SSP/CAP, TEA resource documents, ESC resource documents, OSEP guidance documents	Formative: Internal review documentation Summative: Updated policies, practices or procedures



**DIP GOAL #4: System Measures: Attendance & At-Risk**

**Attendance Rate**

<b>4.a. Increase the district's student attendance rate for all students and each student group*.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
4.a.1	Monitor student attendance.	2019 - 2020	Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals	Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report	Formative: Monitor attendance reports every three weeks.
					Summative: District attendance rate increases.
4.a.2	Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and school district funding.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications	Formative: Report cards, conferences, letters and phone call records notifying parents of attendance.
					Summative: At-risk student attendance rate increases.
4.a.3	Conduct attendance conferences as needed for students at-risk of losing course credit for non-compliance with attendance laws.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports	Formative: Monitor reports every three weeks.
					Summative: At-risk student attendance rate increases.

**At-Risk**

<b>4.b. The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
4.b.1	Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data.	2019- 2020	Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers	At-Risk Criteria, Student Educational Records, Skyward, Eduphoria	Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises.
					Summative: Accurate and accessible at-risk data to inform teachers and administration.
4.b.2	Provide professional learning for teachers to implement strategies for the success of at-risk learners.	2019- 2020	Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers	Individual Student Data, Professional Learning, At Risk Strategies	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs.
4.b.3	Provide accelerated instruction for all students not meeting standard on the STAAR assessments.	2019- 2020	Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int.	STAAR Data, Summer Programs,	Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success.
				After School Programs, Embedded Programs	Summative: All pass the STAAR reading, writing, math and EOC assessments.