

# Spring Branch Independent School District

## Valley Oaks Elementary School

### 2020-2021 Campus Improvement Plan



# Mission Statement

VOE is where Eagles soar to success.

S -Self Motivated

O- Overcoming Obstacles

A- Accept Opportunities

R- Responsible Citizens

## Vision

Our highly skilled staff will ensure that all student learners will:

Solve Complex Problems

Cultivate Innovation

Develop a Resilient Mindset

Harness Social & Emotional Intelligence

## Core Values

### Every Child

We put students at the heart of everything we do.

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

### Collaborative Spirit

We believe in each other and find joy in our work.

### **Limitless Curiosity**

We never stop learning and growing.

### **Moral Compass**

We are guided by strong character, ethics and integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Valley Oaks Elementary School is a neighborhood school in Spring Branch ISD. In the 19-20 school year, we had 772 students. We span PreK-5. 11.7% of our students are economically disadvantaged. 6.2% are English Language Learners. 8.6% receive special education services. Our mobility rate was 3.0%.

In the 18-19 school year, we had 718 students. We span PreK-5. 14.1% of our students are economically disadvantaged. 7% are English Language Learners. 7.2% receive special education services. Our mobility rate was 4.3%.

In the 17-18 school year, we had 666 students. We span PreK-5. 9.6% of our students are economically disadvantaged. 7.1% are English Language Learners. 7.4% receive special education services. Our mobility rate was 5.9%.

### Demographics Strengths

VOE has a small mobility rate. The majority of students stay at Valley Oaks for their entire elementary schooling. The PTA is a very active and supportive group at Valley Oaks. They raise money for the school that provides for additional staffing, instructional materials, and technology.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a large achievement gap between ELL and non-ELL students in Reading and Math on Meets Standards on STAAR. In 18-19, 3rd Reading, the gap was 49%. In 4th Reading, the gap was 55%. In 5th Reading, the gap was 64% **Root Cause:** Home languages other than English, SPED

# Student Learning

## Student Learning Summary

### 2019-2020 STAAR/MAP data:

Due to COVID 19, students did not participate in STAAR or EOY MAP testing.

### 2018- 2019 STAAR data:

Subject	# Tested	Approaches	Meets	Masters
Reading	308	91%	76%	54%
Math	309	91%	76%	57%
Writing	106	83%	58%	24%
Science	118	90%	73%	45%

### 2018-2019 MAP data:

- Percent of students with a CGI of zero or higher in math – **67.48%** (70% last year)
- Percent of students with a CGI of zero or higher in reading – **68%** (68% last year)
- Math achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
86	61	56	39	125	25	385	75	211	32	441	68

- Reading achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
70	57	52	43	136	26	393	74	206	32	445	68

### 2017-2018 STAAR data:

Subject	# Tested	Approaches	Meets	Masters
Reading	303	91%	73%	50%

Subject	# Tested	Approaches	Meets	Masters
Math	302	92%	68%	41%
Writing	115	90%	69%	24%
Science	83	90%	63%	36%

**2017-2018 MAP data:**

- Percent of students with a CGI of zero or higher in math – 70%
- Percent of students with a CGI of zero or higher in reading – 68%
- Math achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
76	13	53	9	106	17	373	61	182	30	426	70

- Reading achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
74	12	65	11	117	19	353	58	191	31	418	69

**Student Learning Strengths**

**2019-2020 Data:**

Due to COVID 19, students did not participate in STAAR or EOY MAP testing.

**2018-2019 Data:**

Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth,

## Postsecondary Readiness

76 % of 3rd, 4th, and 5th grade students achieved Meets Standard on Reading STAAR. 77% of 3rd, 4th, and 5th grade students achieved Meets Standard on Math STAAR. Both of these are increases from 2017-2018.

### 2017-2018 Data:

73% of 3rd, 4th, and 5th grade students achieved Meets Standard on Reading STAAR. 68% of 3rd, 4th, and 5th grade students achieved Meets Standard on Math STAAR.

Definition of MAP Postsecondary Readiness:

- Math achievement percentile  $\geq 70$  **AND** Reading achievement percentile  $\geq 66$  (students must meet both)
- Percentages reported below are for K-5 (\*the Measures of Success include PK, 3<sup>rd</sup>, and 5<sup>th</sup>)

School	# Took	# Met PSR MAP	% PSR
Spring Branch ISD	13464	3466	26%
(K-5)			
VOE	622	295	47%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our LEP & SPED students do not show the same progress on STAAR that other sub-populations show. **Root Cause:** Home languages other than English, Learning Disabilities



# **School Processes & Programs**

## **School Processes & Programs Summary**

Valley Oaks is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds. We have a highly professional staff at VOE. Overall, the staff is positive and hard working. We have many different assessments and surveys to help drive our instruction and meet students' needs. This year, we will continue administering the MAP test which provides us with student growth data three times per school year in Reading and Math.

## **School Processes & Programs Strengths**

At VOE, we have a rigorous hiring process. Teachers support each other and work together. We have wonderful parental involvement and a low attrition rate.

# Perceptions

## Perceptions Summary

### 2019-2020 Data:

The EOY Panorama survey was not administered to parents due to COVID 19. Instead, they took a survey on the effectiveness of distance learning for the last 9 weeks of the school year.

### 2018-2019 Data:

The Panorama survey was administered to VOE staff, students, and parents in the spring of 2019. On the teacher summary, there was a 3% decrease in the area of student mindset. All other topics showed an increase of at least 7%. The lowest score is in Feedback and Coaching at 59%. However, this is an increase of 18% since the last survey. The parent survey showed a decrease in the areas of Barriers to Engagement (1%), Nutrition (7%), and School Safety (1%). All other areas showed an increase since the last school year. The 3rd-5th students also took the Panorama survey. There was a 2% decrease in Student Belonging. When looking at the specific questions, the students reported that only 59% felt respected by their peers. School Rigorous Expectations continues to increase. We were up another 5% compared to the last survey.

### 2017-2018 Data:

The Panorama survey was administered to VOE staff, students, and parents in the spring of 2018. Overall, survey results from teachers who responded to the survey were positive. All of the teachers indicated that they would recommend Valley Oaks Elementary School to friends or colleagues looking for a teaching position. Survey results show that teachers have favorable views about faculty growth mindset, educating all students, student mindset, and teaching efficacy. Survey results also show that there are opportunities for addressing feedback and coaching. Teachers were less favorable about the amount and frequency of feedback they receive at work. Additional opportunities include improving professional learning for teachers as they were less favorable about the value of the professional development that was available.

## Perceptions Strengths

Staff-Leadership relationships has a score of 99%. Core Values is at 96% and School Climate is at 93%.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers are not given enough feedback on their teaching. **Root Cause:** Administrators are often busy with things and are not in classrooms observing and providing specific feedback.

# Priority Problem Statements

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Valley Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, Valley Oaks Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 2 points at each performance level (approaches, meets, masters).


2019-20: Not Rated due to COVID






2018-19: Reading: 91% (approaches), 76% (meets), 54% (masters); Math: 91% (approaches), 76% (meets), 57% (masters)

2017-18: Reading: 91% (approaches), 73% (meets), 50% (masters); Math: 92% (approaches), 68% (meets), 41% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Use vertical PLCs to identify areas of strength and weakness in the VOE curriculum and to assure alignment and incorporate rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP, Running Record Data, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Team Leaders MCL Reading Specialist</p> <p><b>Funding Sources:</b> Other Contract Maint/Repair - 199 PIC 11 - Instructional Services - 6249 - \$350, Substitutes- Support Staff - 199 PIC 11 - Instructional Services - 6122 - \$2,695, Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 2:</b> Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. VOE will actively monitor student progress through PLC and other data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase passing rates on STAAR, increased number of students reading on grade level</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Teachers</p> <p><b>Funding Sources:</b> Misc Contract Services - 199 PIC 11 - Instructional Services - 6299 - \$1,200, Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,000</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Goal 1: STUDENT ACHIEVEMENT.** Every Valley Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: GAP-CLOSING:** By June 2021, Valley Oaks Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 2 percentage points for English Learners.



2019-20: Not Rated due to COVID








2018-19: English Learners 13%; non-English Learners 80%

2017-18: English Learners 13%; non-English Learners 73%

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** None

<p><b>Strategy 1: PLC:</b> Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas:</p> <p>(1) Targeted TEKS-aligned instruction                  (2) formative and summative assessments and data analysis and action planning cycle                  (3) development of instructional strategies and lessons that meet student needs and support concept development                  (4) review of student products                  (5) exploration of competency-based progression and other tenants of personalized learning.</p> <p>Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student performance on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ILT</p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$10,000, Other Supplies Library - 199 PIC 99 - Undistributed - 6399 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2: Personalized Learning:</b> Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> increased alignment, personalized learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP ILT</p> <p><b>Funding Sources:</b> Travel Employee - 199 PIC 99 - Undistributed - 6411 - \$2,400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR, MAP, Running Record Tracker, decreased performance gap</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor</p> <p><b>Funding Sources:</b> Supply - Bilingual ESL - 199 PIC 25 - ESL/Bilingual - \$1,200, Supply - At Risk - 199 PIC 24 - At Risk - \$2,780, Textbooks - 199 PIC 11 - Instructional Services - \$300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased passing percentages on STAAR, increased MAP growth, increased progress on Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor</p> <p><b>Funding Sources:</b> Sped Supplies - 199 PIC 23 - Special Education - 6399 - \$360</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> SOAR Time: Plan for and execute SOAR Time for 4th grade math, a daily block of protected time for flexible grouping and goal setting. During SOAR time, students will receive coaching and feedback from teachers to become independent learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR, MAP, Running Records, decreased performance gap</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP MCL</p> <p><b>Funding Sources:</b> Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: STUDENT ACHIEVEMENT.** Every Valley Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2021, Valley Oaks Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 2 points, Math (K-5) increase by 2 points.


2019-20: Not Rated due to COVID

2018-19: Reading - 68% met CGI; Math - 67% met CGI



2017-18: Reading - 68% met CGI; Math - 70% met CGI

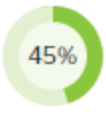





**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

**Summative Evaluation:** None

<p><b>Strategy 1: STAFF:</b> Provide personalized support for students and teachers through instructional staff. Support may include but will not be limited to: coaching, professional development, planning, and intervention groups. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth on MAP in Reading and Math            18-19 Data: Percent of students with a CGI of zero or higher in math 67.48% Percent of students with a CGI of zero or higher in reading 68%            17-18 Data: Percent of students with a CGI of zero or higher in math 70% Percent of students with a CGI of zero or higher in reading 68% STAAR, MAP growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal            AP            Counselor            STEM            Teacher            Reading Interventionist</p> <p><b>Funding Sources:</b> Overtime - 199 PIC 99 - Undistributed - \$500, Substitutes - 199 PIC 11 - Instructional Services - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				



<p><b>Strategy 2:</b> PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas:</p> <p>(1) Targeted TEKS-aligned instruction</p> <p>(2) formative and summative assessments and data analysis and action planning cycle</p> <p>(3) development of instructional strategies and lessons that meet student needs and support concept development</p> <p>(4) review of student products</p> <p>(5) exploration of competency-based progression and other tenants of personalized learning.</p> <p>Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP, STAAR, DRA</p> <p><b>Staff Responsible for Monitoring:</b> Principal Team Leaders AP STEM Teacher Reading Interventionist</p> <p><b>Funding Sources:</b> Substitutes- Support Staff - 199 PIC 99 - Undistributed - \$630</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include training from Lead4Ward and Harris County Department of Ed.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP, STAAR, Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP MCL Counselor STEM Coach Reading Specialist Team Leaders</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books, teacher professional books, supplies and materials, digital and technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama, MAP, STAAR, DRA</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Team Leaders Reading Instructional Specialist STEM Coach Librarian</p> <p><b>Funding Sources:</b> Misc Contract Services - 199 PIC 99 - Undistributed - \$400, Supply-Office - 199 PIC 99 - Undistributed - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> All grade level teams will receive one planning day each semester. (PTA funded)</p> <p><b>Strategy's Expected Result/Impact:</b> Planning lessons with more rigor, personalized learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2: STUDENT SUPPORT.** Every Valley Oaks Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of Valley Oaks Elementary School students who feel connected as both individuals and learners will increase by at least 2 points.



2019-20: Not Rated due to COVID

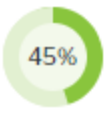





2018-19: 69% School Belonging

2017-18: 74% School Belonging

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** None

<p><b>Strategy 1: CSHAC:</b> Committee engages the staff and community through: No Place for Hate, Red Ribbon Week, Generation TX week, and other related activities as recommended by SBISD CSHAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama data, parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs Counselor Nurse HF Coach</p> <p><b>Funding Sources:</b> Counseling Materials - 199 PIC 99 - Undistributed - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2: Parent and Community Involvement:</b> Information sessions will be provided for parents focused on how to support students in the areas of academic and social emotional development. Events may include: Parent Education Seminars, Student performances, PTA meetings, New Parent Orientation</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama data</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

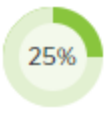
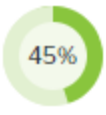




<p><b>Strategy 3:</b> Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Less performance gaps between our SPED/LEP students and our total scores in MAP, DRA, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Diag Sped Teachers Teachers Counselor Librarian</p> <p><b>Funding Sources:</b> Other Reading Materials - 199 PIC 99 - Undistributed - \$6,800, Supply Materials - 199 PIC 11 - Instructional Services - \$10,550, Student Transportation - 199 PIC 11 - Instructional Services - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Each day, the announcements will be broadcast live on VOETV. All students will rotate through to lead the pledge. 5th graders will be anchors. During the announcements, VOE routines and procedures will be reviewed and character development will be addressed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student belonging and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Health Fitness Assistant Librarian Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: STUDENT SUPPORT.** Every Valley Oaks Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Professional Learning: Faculty will continuously engage in professional development and professional learning that align to student social-emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, increased student belonging on Panorama</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, APs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Character Strong: Character Strong will be implemented based on district guidance and curriculum provided.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

**Summative Evaluation:** None











<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Campus Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Summative Evaluation:** None






<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Security and Monitoring - 199 PIC 99 - Undistributed - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Funding Sources:</b> Health Services Supply and Materials - 199 PIC 99 - Undistributed - \$750</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: FISCAL RESPONSIBILITY.** Valley Oaks Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	



# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Contract Maint/Repair	6249	\$350.00
1	1	1	Substitutes- Support Staff	6122	\$2,695.00
1	1	1	Supply/Materials	6399	\$10,000.00
1	1	2	Misc Contract Services	6299	\$1,200.00
1	1	2	Substitutes	6112	\$1,000.00
1	2	1	Supply/Materials	6399	\$10,000.00
1	2	3	Textbooks		\$300.00
1	2	5	Supply/Materials	6399	\$5,000.00
1	3	1	Substitutes		\$1,000.00
2	1	3	Supply Materials		\$10,550.00
2	1	3	Student Transportation		\$5,000.00
<b>Sub-Total</b>					\$47,095.00
<b>Budgeted Fund Source Amount</b>					\$47,095.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Sped Supplies	6399	\$360.00
<b>Sub-Total</b>					\$360.00
<b>Budgeted Fund Source Amount</b>					\$360.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supply - At Risk		\$2,780.00
<b>Sub-Total</b>					\$2,780.00
<b>Budgeted Fund Source Amount</b>					\$2,780.00
<b>+/- Difference</b>					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supply - Bilingual ESL		\$1,200.00
<b>Sub-Total</b>					\$1,200.00
<b>Budgeted Fund Source Amount</b>					\$1,200.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Other Supplies Library	6399	\$500.00
1	2	2	Travel Employee	6411	\$2,400.00
1	3	1	Overtime		\$500.00
1	3	2	Substitutes- Support Staff		\$630.00
1	3	4	Misc Contract Services		\$400.00
1	3	4	Supply-Office		\$1,000.00
2	1	1	Counseling Materials		\$500.00
2	1	3	Other Reading Materials		\$6,800.00
3	2	1	Security and Monitoring		\$1,000.00
3	2	2	Health Services Supply and Materials		\$750.00
<b>Sub-Total</b>					\$14,480.00
<b>Budgeted Fund Source Amount</b>					\$14,480.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$65,915.00

# Addendums