

Spring Branch Independent School District
Valley Oaks Elementary School
2023-2024 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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 5 |
| Demographics | 5 |
| Student Achievement | 9 |
| Staff Recruitment and Retention | 11 |
| Family and Community Engagement | 13 |
| Goals | 14 |
| Goal 1: STUDENT ACHIEVEMENT. Valley Oaks Elementary School students will master rigorous academic standards to ensure college and career readiness. | 14 |
| Goal 2: STUDENT SUPPORT. Valley Oaks Elementary School students will benefit from multi-tiered systems of support. | 25 |
| Goal 3: SAFE SCHOOLS. Valley Oaks Elementary School will ensure a safe and secure learning environment. | 29 |
| Goal 4: FISCAL RESPONSIBILITY. Valley Oaks Elementary School will ensure efficient and effective fiscal management of resources and operations. | 32 |
| Campus Funding Summary | 33 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Oaks Elementary serves students in grades K-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 138 students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 876

2021-2022: Enrollment – 813

2020-2021: Enrollment – 738

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Valley Oaks Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2022-2023 school year, 7.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 10.9% Economically Disadvantaged; 16.7% At-Risk; 0.7% Immigrant; 9.0% of students were identified for special education services; and 19.4% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 10 (1.1%)

2021-2022: African American – 10 (1.2%)

2020-2021: African American – 14 (1.9%)

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 105 (12.0%)

2021-2022: Asian – 88 (10.8%)

2020-2021: Asian – 86 (11.7%)

2022-2023: Hispanic – 214 (24.4%)

2021-2022: Hispanic – 191 (23.5%)

2020-2021: Hispanic – 165 (22.4%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 505 (57.7%)
2021-2022: White – 482 (59.3%)
2020-2021: White – 436 (59.1%)

2022-2023: Two-or-more – 42 (4.8%)
2021-2022: Two-or-more – 41 (5.0%)
2020-2021: Two-or-more – 36 (4.9%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 146 (16.7%)
2021-2022: At-Risk – 171 (21.0%)
2020-2021: At-Risk – 105 (14.2%)

2022-2023: Economically Disadvantaged – 95 (10.9%)
2021-2022: Economically Disadvantaged – 80 (9.8%)
2020-2021: Economically Disadvantaged – 84 (11.4%)

2022-2023: Emergent Bilingual/English Learner – 61 (7.0%)
2021-2022: Emergent Bilingual/English Learner – 60 (7.4%)
2020-2021: Emergent Bilingual/English Learner – 49 (6.6%)

2022-2023: Gifted and Talented – 170 (19.4%)
2021-2022: Gifted and Talented – 134 (16.5%)
2020-2021: Gifted and Talented – 123 (16.7%)

2022-2023: Homeless – *
2021-2022: Homeless – *
2020-2021: Homeless – *

2022-2023: Immigrant – 6 (0.7%)
2021-2022: Immigrant – 5 (0.6%)
2020-2021: Immigrant – *

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 79 (9.0%)
2021-2022: Special Education – 69 (8.5%)
2020-2021: Special Education – 67 (9.1%)

Source: PEIMS OnDataSuite Fall Dashboard

*Fewer than five students not shown

Attendance Rates:

2020-2021: 97.7%

2019-2020: 98.9%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 2.3%

2019-2020: 1.4%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

- Student enrollment growing
- At-risk numbers are stable
- Students identified for Gifted and Talented services has increased

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rates decreased **Root Cause:** Families schedule vacations during the school year on school days.

Problem Statement 2: Chronic absenteeism increased **Root Cause:** Students and families got used to having virtual learning as a possibility during COVID school years.

Student Achievement

Student Achievement Summary

Valley Oaks Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 94% Approaches; 83% Meets; 58% Masters

2021: 3rd Grade Reading - 91% Approaches; 69% Meets; 46% Masters

2022: 4th Grade Reading - 93% Approaches; 81% Meets; 56% Masters

2021: 4th Grade Reading - 83% Approaches; 60% Meets; 32% Masters

2022: 5th Grade Reading - 99% Approaches; 91% Meets; 70% Masters

2021: 5th Grade Reading - 94% Approaches; 77% Meets; 69% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 71% Approaches; 42% Meets; 22% Masters

2021: SPED All Grades Reading - 42% Approaches; 13% Meets; 5% Masters

2022: EB/EL All Grades Reading - 88% Approaches; 67% Meets; 36% Masters

2021: EB/EL All Grades Reading - 55% Approaches; 27% Meets; 14% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 93% Approaches; 83% Meets; 58% Masters

2021: 3rd Grade Mathematics - 93% Approaches; 75% Meets; 48% Masters

2022: 4th Grade Mathematics - 90% Approaches; 73% Meets; 59% Masters

2021: 4th Grade Mathematics - 83% Approaches; 63% Meets; 51% Masters

2022: 5th Grade Mathematics - 95% Approaches; 81% Meets; 56% Masters

2021: 5th Grade Mathematics - 93% Approaches; 79% Meets; 60% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 62% Approaches; 36% Meets; 18% Masters

2021: SPED All Grades Mathematics - 50% Approaches; 21% Meets; 11% Masters

2022: EB/EL All Grades Mathematics - 88% Approaches; 58% Meets; 30% Masters

2021: EB/EL All Grades Mathematics - 68% Approaches; 36% Meets; 27% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Overall Academic performance on the STAAR improved in all the content areas at the approaches, meets, and masters levels.
- Academic performance for students served in special education improved in all content areas
- Academic performance for students identified as Emergent Bilingual/English Learner improved in all the content areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Even though academic performance for EB students has improved, it continues to lag behind the "all" numbers. **Root Cause:** Students entering school with exposure to multiple languages may struggle with the vocabulary on the STAAR test.

Problem Statement 2: Even though academic performance for SPED students has improved, it continues to lag behind the "all" numbers. **Root Cause:** Students with learning disabilities or other disabilities may lack access to grade level curriculum.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Valley Oaks Elementary School in order to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 0 FTE (0.0%)

2020-2021: Beginning – 2 FTE (4.5%)

2022-2023: 1-5 Years – 11 FTE (22.0%)

2021-2022: 1-5 Years – 15 FTE (32.9%)

2020-2021: 1-5 Years – 14.6 FTE (33.1%)

2022-2023: 6-10 Years – 19 FTE (38.1%)

2021-2022: 6-10 Years – 10.5 FTE (23.0%)

2020-2021: 6-10 Years – 10.2 FTE (23.1%)

2022-2023: 11-20 Years – 13.9 FTE (27.9%)

2021-2022: 11-20 Years – 15.1 FTE (33.1%)

2020-2021: 11-20 Years – 12 FTE (27.2%)

2022-2023: Over 20 Years – 5 FTE (10.0%)

2021-2022: Over 20 Years – 5 FTE (11.0%)

2020-2021: Over 20 Years – 5.3 FTE (12.0%)

2022-2023: Total – 49.9 FTE (100%)

2021-2022: Total – 45.6 FTE (100%)

2020-2021: Total – 44.1 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- VOE staff is engaged in the PLC process as active participants in data analysis to better understand and target individual student needs.
- Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continuous cycles of improvement.

- Campus administration begins the recruiting and hiring process early in the spring in order to get the very best candidates.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: There has been an increase in behavior incidents that rise to the level of office referrals. **Root Cause:** The need to focus on setting campus expectations that are consistent

Problem Statement 2: Lack of regular faculty meetings that promote open discussions regarding campus and district issues **Root Cause:** All K-3 teachers, sped teachers, librarian, and administrators participated in Reading Academy during the 22-23 school year.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Valley Oaks Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Valley Oaks Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

- Active PTA
- Hosted family events: Open House, Go Texan Day, Book Fair, student performances
- Implemented family engagement strategies including: Weekly Principal Email, Remind/Class Dojo, Grade level newsletters

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: No mentoring program for children in need of adult support **Root Cause:** During COVID, our mentoring program stopped and was never restarted

Problem Statement 2: No access to Communities in Schools (CIS) to provide specialized supports for our students and families. **Root Cause:** The district doesn't provide CIS for VOE due to lack of funding.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2024, Valley Oaks Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 2 percentage points in approaches, 2 percentage points in meets, and 2 percentage points in masters.

2022-23: Reading: 93% (approaches), 82% (meets), 57% (masters); Math: 92% (approaches), 81% (meets), 59% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: Use PLCs to identify areas of strength and weakness in the VOE curriculum and to assure alignment and incorporate rigor. Solution Tree will present and consult for 1 day during August PD. VOE will pay for access for Solution Tree's Global PD to use throughout the year.

Strategy's Expected Result/Impact: Increased student achievement on RR and STAAR

Staff Responsible for Monitoring: Principal

AP
Team Leaders
LIS
MIS

Strategy 2 Details

Strategy 2: Monitor progress of students requiring HB1416 intervention. Provide remediation via supplemental materials and services. VOE will actively monitor student progress through PLCs, staffings, ARDs, 504s, SSCs, etc.

Strategy's Expected Result/Impact: Increased passing rates on STAAR

Increased scores of Meets and Masters on STAAR

Staff Responsible for Monitoring: Principal

AP
Team Leaders
MCL
Reading Specialist
LIS

Funding Sources: Supply/Material - 199 PIC 11 - Instructional Services - 6399 - \$20,000

Strategy 3 Details

Strategy 3: Reading Academy: Newly hired K-3 teachers, SpEd teachers, and interventionists will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Staff who previously participated in Reading Academy will continue professional learning and implementation around Reading Academy learning during collaborative team time and campus professional learning.

Strategy's Expected Result/Impact: Increased reading levels for all students

Staff Responsible for Monitoring: Principal

AP

Team Leaders

MCL

Reading Specialist

LIS

Funding Sources: Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,000

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Valley Oaks Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 2 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 81%/40% (Reading); 84%/48% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

| Strategy 1 Details |
|---|
| <p>Strategy 1: STAFF: Provide personalized support for students and teachers through instructional specialists (MIS, LIS, STEM, Reading Interventionists). Support may include coaching, professional development, planning, and intervention groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Funding Sources: Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: Response to Intervention: Identify student needs, targets for growth, and provide in school and out of school experiences to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will determine which instructional materials, supplies, and/or technology are required.</p> <p>Funding Sources: Planners - 199 PIC 11 - Instructional Services - 6299 - \$4,500, Transportation - 199 PIC 11 - Instructional Services - 6494 - \$5,000</p> |
| Strategy 3 Details |
| <p>Strategy 3: 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 for students, teacher professional books, supplies and materials, digital and technology resources.</p> <p>Funding Sources: Supply/Material - 199 PIC 11 - Instructional Services - 6399 - \$11,700, Laminator - 199 PIC 11 - Instructional Services - 6249 - \$375</p> |

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Valley Oaks Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 6 component points.

2022-23: 28 of 32 Academic Achievement Points Met; 87.5% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: STAFF: Provide personalized support for students and teachers through instructional specialists (MIS, LIS, STEM, Reading Interventionists). Support may include coaching, professional development, planning, and intervention groups.

Strategy's Expected Result/Impact: Increased academic achievement for all subpops

Staff Responsible for Monitoring: Principal

- AP
- Teachers
- LIS
- MIS
- Counselor
- Reading Interventionists

Funding Sources: Substitutes- Support Staff - 199 PIC 11 - Instructional Services - 6122 - \$2,205

Strategy 2 Details

Strategy 2: Response to Intervention: Identify student needs, targets for growth, and provide in school and out of school experiences to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will determine which instructional materials, supplies, and/or technology are required.

Funding Sources: Special Education Supplies - 199 PIC 23 - Special Education - 6399 - \$630, At Risk Supplies - 199 PIC 24 - At Risk - 6399 - \$2,000, Bilingual Supplies - 199 PIC 25 - ESL/Bilingual - 6399 - \$1,280

Strategy 3 Details

Strategy 3: Use PLCs to identify areas of strength and weakness in the VOE curriculum and to ensure alignment and incorporate rigor. Solution Tree will present and consult for 1 day during August PD. VOE will pay for access for Solution Tree's Global PD to use throughout the year.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

AP

LIS

MIS

Reading Interventionist

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 73% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

| |
|--|
| Strategy 1 Details |
| <p>Strategy 1: VOE administrators will conduct after school professional development sessions related to EB students and strategies to support their learning. Strategy's Expected Result/Impact: Increased composite scores on TELPAS</p> |
| Strategy 2 Details |
| <p>Strategy 2: VOE Assistant Principals will conduct LPAC training in September of 2023. During this training, teachers will create a resume for each EB student noting all data points and current proficiency levels. Strategy's Expected Result/Impact: Increased monitoring of EB students and their progress Staff Responsible for Monitoring: Principal AP Reading Interventionists</p> |
| Strategy 3 Details |
| <p>Strategy 3: Each 9 weeks, APs will meet with teachers to revisit each EB student and their progress in language acquisition and make instructional plans to increase their progress. Strategy's Expected Result/Impact: Increased language acquisition Staff Responsible for Monitoring: Principal AP Teachers LIS MIS Reading Interventionists</p> |

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

Performance Objective 5: EARLY LITERACY: By June 2024, Valley Oaks Elementary School will increase the percentage of K-2 students on track to read at grade level by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: Reading Academy: Newly hired K-3 teachers, SpEd teachers, and interventionists will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside the normal school day for students. Staff who participated in Reading Academy in the past will continue professional learning and implementation around Reading Academy learning during collaborative team time and campus professional learning.

Strategy's Expected Result/Impact: Increased reading proficiency

Staff Responsible for Monitoring: Principal

- APs
- Teachers
- LIS
- Reading Interventionists

Strategy 2 Details

Strategy 2: Use PLCs to identify areas of strength and weakness in the VOE curriculum and to assure alignment and incorporate rigor.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

- AP
- LIS
- MIS
- Reading Interventionists
- STEM

Strategy 3 Details

Strategy 3: Response to Intervention: Identify student needs, targets for growth, and provide in school and out of school experiences to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will determine which instructional materials, supplies, and/or technology are required.

Strategy's Expected Result/Impact: Increased scores on STARR, Oral Reading Analysis, PSAs, etc

Staff Responsible for Monitoring: Principal

AP

MIS

LIS

STEM Specialist

Reading Interventionists

Funding Sources: Other Reading Material - 199 PIC 99 - Undistributed - 6329 - \$6,800, Other Supply- Library - 199 PIC 99 - Undistributed - \$500

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Valley Oaks Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details

Strategy 1: Response to Intervention: Identify student needs, targets for growth, and provide in school and out of school experiences to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will determine which instructional materials, supplies, and/or technology are required.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

AP

MIS

Teachers

Funding Sources: Technology Equipment - 199 PIC 11 - Instructional Services - \$5,000

Strategy 2 Details

Strategy 2: Use PLCs to identify areas of strength and weakness in the VOE curriculum and to ensure alignment and incorporate rigor.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

AP

MIS

Teachers

Strategy 3 Details

Strategy 3: STAFF: Provide personalized support for students and teachers through instructional specialists (MIS, LIS, STEM, Reading Interventionists). Support may include coaching, professional development, planning, and intervention groups.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

AP

STEM

LIS

MIS

Reading Interventionists

Funding Sources: Overtime - 199 PIC 99 - Undistributed - \$500, Substitutes-Support Staff - 199 PIC 99 - Undistributed - \$700

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Valley Oaks Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: At the beginning of the year, the 5th grade team, LIS, MIS, and STEM specialist will identify students who scored at approaches on 4th grade Math and Reading STAAR and make a plan for them to reach the meets level of performance.

Strategy's Expected Result/Impact: Students move from approaches to meets on STAAR

Staff Responsible for Monitoring: Principal

AP
5th grade teachers
MIS
STEM specialist

Strategy 2 Details

Strategy 2: At the beginning of the year, the 4th grade team, LIS, MIS, and STEM specialist will identify students who scored at approaches on 3rd grade math and reading STAAR and make a plan for them to reach the meets level of performance.

Strategy's Expected Result/Impact: Increased percentage of student scoring Meets on STAAR, Increased performance on PSAs, Increased enrollment in advanced courses

Staff Responsible for Monitoring: Principal

AP
4th grade teachers
MIS
STEM specialist

Goal 2: STUDENT SUPPORT. Valley Oaks Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Valley Oaks Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: Each month, VOE will focus on one of the Core Characteristics (Academically Prepared, Ethical and Service Minded, Empathetic & Self Aware, Persistent & Adaptable, Resourceful Problem Solver, Communicator & Collaborator) by teaching them on the morning announcements and in classroom lessons.

Strategy's Expected Result/Impact: Increased positive behavior, decreased office referrals, decreased bullying

Staff Responsible for Monitoring: Principal

AP
Teachers
Counselor

Strategy 2 Details

Strategy 2: Each Monday, classroom teachers will teach one of the core characteristics and conduct a community circle that relates to that core characteristic: Academically Prepared, Ethical and Service Minded, Empathetic & Self Aware, Persistent & Adaptable, Resourceful Problem Solver, Communicator & Collaborator.

Strategy's Expected Result/Impact: Increased positive behavior, decreased office referrals, decreased bullying

Staff Responsible for Monitoring: Principal

APs
Teachers
Counselor

Strategy 3 Details

Strategy 3: Counselor Guidance Lessons will be planned and facilitated by school counselor and teachers to support students' understanding of the concept and actions of each SBISD Core Characteristic: Academically Prepared, Ethical & Service-minded, Empathetic & Self-aware, Persistent & Adaptable, Resourceful Problem-solver, Communicator & Collaborator.

Strategy's Expected Result/Impact: Increased positive behavior, decreased office referrals, decreased bullying

Staff Responsible for Monitoring: Principal

APs
Counselor
Teachers

Strategy 4 Details

Strategy 4: VOE will plan and carry out Red Ribbon week and GenTX week experiences.

Strategy's Expected Result/Impact: Increased positive behavior, decreased office referrals, decreased bullying

Staff Responsible for Monitoring: Principal

APs

Counselor

Teachers

Funding Sources: Supply- Counselor - 199 PIC 99 - Undistributed - \$1,000

Strategy 5 Details

Strategy 5: CSHAC: Committee engages the staff and community through: Red Ribbon Week, Generation TX week, and other related activities as recommended by SBISD CSHAC.

Strategy's Expected Result/Impact: increased healthy behaviors

Staff Responsible for Monitoring: Principal

AP

Counselor

HF teachers

Strategy 6 Details

Strategy 6: Parent and Community Involvement: 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

Strategy's Expected Result/Impact: increased community engagement

Staff Responsible for Monitoring: Principal

AP

Counselor

Strategy 7 Details

Strategy 7: Each day, the announcements will be broadcast live on VOETV. During the announcements, VOE routines and procedures will be reviewed and SBISD Core Characteristics will be addressed.

Strategy's Expected Result/Impact: Increased positive behavior, decreased office referrals, decreased bullying

Staff Responsible for Monitoring: Principal

AP

Counselor

Goal 2: STUDENT SUPPORT. Valley Oaks Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Valley Oaks Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: 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:

- (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

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Principal

AP
Counselor
MIS
LIS

Strategy 2 Details

Strategy 2: Response to Intervention: Identify student needs, targets for growth, and provide in school and out of school experiences to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will determine which instructional materials, supplies, and/or technology are required.

Strategy's Expected Result/Impact: Increased student achievement on STAAR, PSAs, reading levels

Staff Responsible for Monitoring: Principal

AP
Counselor
Reading Interventionists
MIS
LIS
STEM Specialist

Funding Sources: Misc Contract Services - 199 PIC 99 - Undistributed - \$1,500, Textbooks - 199 PIC 11 - Instructional Services - \$300

Goal 2: STUDENT SUPPORT. Valley Oaks Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Valley Oaks Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Parent Education meetings regarding on time arrival and school attendance - Administrators will implement a system to meet with parents 1-1 and in groups to educate them on the importance of regular school attendance, on time arrival, and how tardies and absences impact student learning.

Strategy's Expected Result/Impact: Increased attendance rate

Staff Responsible for Monitoring: Principal

APs
ADA
Counselor

Strategy 2 Details

Strategy 2: In weekly notes, principal will include sections to inform parents regarding attendance and policy.

Strategy's Expected Result/Impact: decreased student absences

Staff Responsible for Monitoring: Principal

AP
ADA
Counselor

Goal 3: SAFE SCHOOLS. Valley Oaks Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: 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:

- (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

Strategy's Expected Result/Impact: Decrease in student behavior incidents due to high engagement in learning

Staff Responsible for Monitoring: Principal

AP
Interventionists
Counselor

Strategy 2 Details

Strategy 2: Implementation of PBIS at VOE. The members of the PBIS team at Valley Oaks attended a 3 day training in June. This summer they will plan and prepare to do a campus training in August PD. They will also lead monthly faculty meetings to roll out PBIS and make needed changes.

Strategy's Expected Result/Impact: decreased behavior referrals

Staff Responsible for Monitoring: Principal

AP
Teachers
Counselor
Librarian

Strategy 3 Details

Strategy 3: Each 9 weeks, campus administration will conduct grade level assemblies. At the assemblies, SBISD Core Characteristics, VOE Expectation, and SBISD student handbook will be reviewed.

Strategy's Expected Result/Impact: Principal

APs
Counselor
Teachers

Goal 3: SAFE SCHOOLS. Valley Oaks Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

| Strategy 1 Details |
|---|
| <p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, AP, Campus Safety Committee</p> |
| Strategy 2 Details |
| <p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> |

Goal 3: SAFE SCHOOLS. Valley Oaks Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

| Strategy 1 Details |
|---|
| <p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Principal APs</p> |
| Strategy 2 Details |
| <p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Principal APs</p> <p>Funding Sources: Supply/Material-Security - 199 PIC 99 - Undistributed - \$1,000, Supply-Clinic - 199 PIC 99 - Undistributed - \$1,000</p> |

Goal 4: FISCAL RESPONSIBILITY. Valley Oaks Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

| Strategy 1 Details |
|--|
| <p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal AP Administrative Assistant</p> |

Campus Funding Summary

| 199 PIC 11 - Instructional Services | | | | | |
|-------------------------------------|-----------|----------|----------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supply/Material | 6399 | \$20,000.00 |
| 1 | 1 | 3 | Substitutes | 6112 | \$1,000.00 |
| 1 | 2 | 1 | Substitutes | 6112 | \$1,000.00 |
| 1 | 2 | 2 | Planners | 6299 | \$4,500.00 |
| 1 | 2 | 2 | Transportation | 6494 | \$5,000.00 |
| 1 | 2 | 3 | Supply/Material | 6399 | \$11,700.00 |
| 1 | 2 | 3 | Laminator | 6249 | \$375.00 |
| 1 | 3 | 1 | Substitutes- Support Staff | 6122 | \$2,205.00 |
| 1 | 6 | 1 | Technology Equipment | | \$5,000.00 |
| 2 | 2 | 2 | Textbooks | | \$300.00 |
| Sub-Total | | | | | \$51,080.00 |
| Budgeted Fund Source Amount | | | | | \$51,080.00 |
| +/- Difference | | | | | \$0.00 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | Special Education Supplies | 6399 | \$630.00 |
| Sub-Total | | | | | \$630.00 |
| Budgeted Fund Source Amount | | | | | \$630.00 |
| +/- Difference | | | | | \$0.00 |
| 199 PIC 24 - At Risk | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | At Risk Supplies | 6399 | \$2,000.00 |
| Sub-Total | | | | | \$2,000.00 |
| Budgeted Fund Source Amount | | | | | \$2,000.00 |
| +/- Difference | | | | | \$0.00 |

| 199 PIC 25 - ESL/Bilingual | | | | | |
|------------------------------------|-----------|----------|---------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | Bilingual Supplies | 6399 | \$1,280.00 |
| Sub-Total | | | | | \$1,280.00 |
| Budgeted Fund Source Amount | | | | | \$1,280.00 |
| +/- Difference | | | | | \$0.00 |
| 199 PIC 99 - Undistributed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 3 | Other Reading Material | 6329 | \$6,800.00 |
| 1 | 5 | 3 | Other Supply- Library | | \$500.00 |
| 1 | 6 | 3 | Overtime | | \$500.00 |
| 1 | 6 | 3 | Substitutes-Support Staff | | \$700.00 |
| 2 | 1 | 4 | Supply- Counselor | | \$1,000.00 |
| 2 | 2 | 2 | Misc Contract Services | | \$1,500.00 |
| 3 | 3 | 2 | Supply/Material-Security | | \$1,000.00 |
| 3 | 3 | 2 | Supply-Clinic | | \$1,000.00 |
| Sub-Total | | | | | \$13,000.00 |
| Budgeted Fund Source Amount | | | | | \$13,000.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$67,990.00 |
| Grand Total Spent | | | | | \$67,990.00 |
| +/- Difference | | | | | \$0.00 |