

Spring Branch Independent School District

Valley Oaks Elementary School

2025-2026



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	8
Staff Recruitment and Retention	10
Family and Community Engagement	12
Goals	13
Goal 1: STUDENT ACHIEVEMENT. Valley Oaks Elementary School students will master rigorous academic standards to ensure college and career readiness.	13
Goal 2: STUDENT SUPPORT. Valley Oaks Elementary School students will benefit from multi-tiered systems of support.	22
Goal 3: SAFE SCHOOLS. Valley Oaks Elementary School will ensure a safe and secure learning environment.	26
Goal 4: FISCAL RESPONSIBILITY. Valley Oaks Elementary School will ensure efficient and effective fiscal management of resources and operations.	29
Campus Funding Summary	30

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 18 students from the 2022–2023 school year to the 2024–2025 school year.

Enrollment Trends:

2024-2025: Enrollment – 894

2023-2024: Enrollment – 882

2022-2023: Enrollment – 876

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 2024-2025 school year, 8.1% of the students were identified as Emergent Bilingual (EB); 9.2% Economically Disadvantaged; 15.2% At-Risk; 1.2% Immigrant; 13.7% of students were identified for special education services; and 20.4% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2024-2025: African American – 9 (1.0%)

2023-2024: African American – 13 (1.5%)

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

2024-2025: American Indian-Alaskan Native – 0 (0.0%)

2023-2024: American Indian-Alaskan Native – *

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

2024-2025: Asian – 97 (10.9%)

2023-2024: Asian – 91 (10.3%)

2022-2023: Asian – 105 (12.0%)

2024-2025: Hispanic – 222 (24.8%)

2023-2024: Hispanic – 215 (24.4%)

2022-2023: Hispanic – 214 (24.4%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

2024-2025: White – 511 (57.2%)
2023-2024: White – 510 (57.8%)
2022-2023: White – 505 (57.7%)

2024-2025: Two-or-more – 55 (6.2%)
2023-2024: Two-or-more – 52 (5.9%)
2022-2023: Two-or-more – 42 (4.8%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2024-2025: At-Risk – 136 (15.2%)
2023-2024: At-Risk – 142 (16.1%)
2022-2023: At-Risk – 146 (16.7%)

2024-2025: Economically Disadvantaged – 82 (9.2%)
2023-2024: Economically Disadvantaged – 96 (10.9%)
2022-2023: Economically Disadvantaged – 95 (10.9%)

2024-2025: Emergent Bilingual – 72 (8.1%)
2023-2024: Emergent Bilingual – 60 (6.8%)
2022-2023: Emergent Bilingual – 61 (7.0%)

2024-2025: Gifted and Talented – 182 (20.4%)
2023-2024: Gifted and Talented – 195 (22.1%)
2022-2023: Gifted and Talented – 170 (19.4%)

2024-2025: Homeless – 0 (0.0%)
2023-2024: Homeless – 0 (0.0%)
2022-2023: Homeless – *

2024-2025: Immigrant – 11 (1.2%)
2023-2024: Immigrant – 8 (0.9%)
2022-2023: Immigrant – 6 (0.7%)

2024-2025: Migrant – 0 (0.0%)
2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 122 (13.7%)
2023-2024: Special Education – 99 (11.2%)
2022-2023: Special Education – 79 (9.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2022-2023: 96.6%

2021-2022: 96.4%

2020-2021: 97.7%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2022-2023: 2.4%

2021-2022: 5.6%

2020-2021: 2.3%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Our enrollment has steadily increased over the past 4 years.
- Attendance remains high and consistent, and chronic absenteeism is low and improving year-after-year.
- VOE is a community school, where many families walk or bike to school each day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students receiving special education services has increased, leading to a need to staff our campus differently.

Root Cause: We are learning more about early identification of students with disabilities as well as tracking progress through the RTI processes.

Problem Statement 2: The number of students identified as emergent bilingual is growing year after year, while our resources and staff to help these students is lacking.

Root Cause: Lack of funding

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. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

Below is a summary of the STAAR Redesign Reading passing rates:

2024: 3rd Grade Reading - 91% Approaches; 79% Meets; 49% Masters

2023: 3rd Grade Reading - 91% Approaches; 82% Meets; 50% Masters

2024: 4th Grade Reading - 94% Approaches; 83% Meets; 57% Masters

2023: 4th Grade Reading - 93% Approaches; 80% Meets; 57% Masters

2024: 5th Grade Reading - 95% Approaches; 92% Meets; 73% Masters

2023: 5th Grade Reading - 96% Approaches; 85% Meets; 66% Masters

2024: SPED All Grades Reading - 66% Approaches; 38% Meets; 17% Masters

2023: SPED All Grades Reading - 63% Approaches; 30% Meets; 11% Masters

2024: EB All Grades Reading - 88% Approaches; 71% Meets; 62% Masters

2023: EB All Grades Reading - 86% Approaches; 63% Meets; 29% Masters

Source: 2023-2024 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rates:

2024: 3rd Grade Mathematics - 92% Approaches; 79% Meets; 38% Masters

2023: 3rd Grade Mathematics - 90% Approaches; 75% Meets; 51% Masters

2024: 4th Grade Mathematics - 88% Approaches; 74% Meets; 52% Masters

2023: 4th Grade Mathematics - 90% Approaches; 83% Meets; 61% Masters

2024: 5th Grade Mathematics - 95% Approaches; 92% Meets; 68% Masters

2023: 5th Grade Mathematics - 96% Approaches; 86% Meets; 64% Masters

2024: SPED All Grades Mathematics - 63% Approaches; 36% Meets; 22% Masters

2023: SPED All Grades Mathematics - 63% Approaches; 35% Meets; 18% Masters

2024: EB All Grades Mathematics - 76% Approaches; 68% Meets; 35% Masters
2023: EB All Grades Mathematics - 80% Approaches; 57% Meets; 31% Masters
Source: 2023-2024 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Consistent performance of 90% or greater at the Approaches level on STAAR in all areas except 5th grade math and science.
- Collaborative planning for student growth is consistent throughout the year.
- On the dyslexia screener for students in primary grades, the number of students "flagging" decreased from the 23-24 school year to the 24-25 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our goals are always around having students in the Approaches range move up to Meets, students in the Meets range move up to Masters level, and to maintain our students in the masters level. It is a balancing act to be sure that the students working at higher levels have the same intense intervention as those not yet at approaches.

Root Cause: VOE consistently has 90%+ at the approaches level in Reading and Math. It is easy to focus more on our struggling learners and to overlook those who need to be pushed/challenged.

Problem Statement 2: The average scale scores of students receiving special education services are significantly lower than those not receiving special education services across all grade levels and content areas.

Root Cause: There is a lack of training for special education staff on grade level TEKS and curriculum, meaning they are not properly equipped to scaffold and/or modify grade level content during in class support time.

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:

2024-2025: Beginning – 4.8 FTE (8.5%)

2023-2024: Beginning – 2.0 FTE (3.9%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2024-2025: 1-5 Years – 10.1 FTE (17.9%)

2023-2024: 1-5 Years – 10.0 FTE (19.6%)

2022-2023: 1-5 Years – 11.0 FTE (22.0%)

2024-2025: 6-10 Years – 22.1 FTE (39.1%)

2023-2024: 6-10 Years – 20.1 FTE (39.3%)

2022-2023: 6-10 Years – 19.0 FTE (38.1%)

2024-2025: 11-20 Years – 13.4 FTE (23.7%)

2023-2024: 11-20 Years – 12.0 FTE (23.5%)

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

2024-2025: Over 20 Years – 6.1 FTE (10.8%)

2023-2024: Over 20 Years – 7.0 FTE (13.7%)

2022-2023: Over 20 Years – 5.0 FTE (10.0%)

2024-2025: Total – 56.5 FTE (100%)

2023-2024: Total – 51.1 FTE (100%)

2022-2023: Total – 49.9 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Our percentage of teachers with 1-5 years of experience has gone down from 22% in the 2022-2023 school year to 17.9% in the 2024-2025 school year.
- We have a committee of dedicated teachers that want to pull in all staff and have them feel part of the community.
- Our Lead Mentor teacher is partnering with teams to ensure new teachers feel supported.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Valley Oaks has had more turnover of staff over the last few years which creates a heavy lift to onboard and maintain strong programs.

Root Cause: The growing demands of teaching school, teachers reaching retirement age, finding employment outside of education, and a feeling of little support both emotionally and financially.

Problem Statement 2: Providing teachers with substitutes for planning and collaboration has been challenging due to funding.

Root Cause: With reduced campus budgets, the campus has limited funds to provide teachers with extra supports during the instructional day for planning and collaboration.

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 12,000+ volunteers. **Valley Oaks Elementary School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

Family and Community Engagement Strengths

- Valley Oaks has a very involved PTA.
- We incorporate Family Fridays where families are welcome to walk their child to class the last Friday of every month.
- We have many community events throughout the year. Some are PTA sponsored and some are put on by the school.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We have to sustain the half a million dollars each year needed to provide curriculum and instructional support for our teachers, as well as a school counselor. This may not be sustainable.

Root Cause: Lack of state funding and a heavy load on our PTA.

Problem Statement 2: Parent understanding of academic expectations (campus, district, state) is not as strong as it could be.

Root Cause: There are many rules and regulations regarding academics and school operations. These change frequently and can be hard to keep up with, especially for non-educators.

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 2026, Valley Oaks Elementary School will increase student performance on STAAR 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.

2024-25: Reading: 94% (approaches), 85% (meets), 62% (masters); Math: 92% (approaches), 78% (meets), 54% (masters)

2023-24: Reading: 93% (approaches), 84% (meets), 59% (masters); Math: 92% (approaches), 81% (meets), 53% (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, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

Strategy 1 Details

Strategy 1: Weekly team planning meetings will be held to plan addressing all PLC questions, with an emphasis on Q3 and Q4 in response to data collected during each unit.

Strategy's Expected Result/Impact: Differentiated instruction using a MTSS will ensure high levels of learning for all students.

Staff Responsible for Monitoring: Principal

APs

Team Leaders

Literacy Content Leaders

Math Content Leaders

Funding Sources: - 199 PIC 24 - At Risk - \$500

Strategy 2 Details

Strategy 2: Teachers will spend time unpacking units, identify essential standards, and develop essential skill plans to ensure strong TIER I instruction in all classrooms.

Strategy's Expected Result/Impact: Consistency across grade level classroom instruction and common understanding of what proficiency looks like.

Staff Responsible for Monitoring: Principal

APs

Teachers

Reading Interventionists

Math Interventionists

Funding Sources: - 199 PIC 24 - At Risk - \$500, - 199 PIC 11 - Instructional Services - \$5,000

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 2026, Valley Oaks Elementary School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 2 percentage points or \geq to 85%.

2024-25: 86 School Progress-Annual Growth RLA and Math Score

2023-24: 85 School Progress-Annual Growth RLA and Math Score

2022-23: 84 School Progress-Annual Growth RLA and Math Score (Baseline Year)

Evaluation Data Sources: State Accountability Report Domain 2 A (Annual Growth RLA and Math)

Strategy 1 Details

Strategy 1: Provide personalized support for students and teachers through instructional specialists (Math content leads, Literacy content leads, STEM Specialist, 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

APs

Reading Interventionists

Math Interventionists

STEM Specialist

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

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.

Staff Responsible for Monitoring: Principal

APs

Reading Interventionists

Math Interventionists

STEM Specialist

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

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

Performance Objective 3: RELATIVE PERFORMANCE: By June 2026, Valley Oaks Elementary School will increase its relative performance scale score.

2024-25: 82 Scale Score

2023-24: 84 Scale Score

2022-23: 83 Scale Score

Evaluation Data Sources: Accountability Report Domain 2 B

Strategy 1 Details
<p>Strategy 1: Teachers will differentiate the level of content complexity and enrichment to close the gaps between student groups.</p> <p>Strategy's Expected Result/Impact: Teachers will plan instruction to meet intervention and/or enrichment based upon student's individual needs.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Content Leaders Administrators</p>

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

Performance Objective 4: CLOSING THE GAPS: By June 2026, Valley Oaks Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 2 component points.

2024-25: 29 of 32 Academic Achievement Points Met; 90.6% Component Points

2023-24: 28 of 32 Academic Achievement Points Met; 87.5% 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, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details

Strategy 1: STAFF: Provide personalized support for students and teachers through instructional specialists (STEM, Reading Interventionists, Math 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
Counselor
Reading Interventionists
Math Interventionists

Funding Sources: - 199 PIC 11 - Instructional Services - \$5,000, - 199 PIC 23 - Special Education - \$270, - 199 PIC 25 - ESL/Bilingual - \$500

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: Timely targeted interventions based on student needs

Staff Responsible for Monitoring: Principal

AP
Teachers
Counselor
Reading Interventionists
Math Interventionists

Funding Sources: - 199 PIC 23 - Special Education - \$1,000, - 199 PIC 11 - Instructional Services - \$10,000

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 74%

2023-24: TELPAS Progress Rate 63%

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

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details

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

Staff Responsible for Monitoring: Principal

AP

Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$420

Strategy 2 Details

Strategy 2: VOE Assistant Principals will conduct LPAC training in September of 2024. 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

Math Interventionists

Strategy 3 Details

Strategy 3: Each 9 weeks, APs & LEP Assistant 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

Reading Interventionists

Math Interventionists

LEP Assistant

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

Performance Objective 6: EARLY LITERACY: By June 2026, Valley Oaks Elementary School will increase the percentage of K-2 students on track to read at grade level from BOY to EOY.

Evaluation Data Sources: Kindergarten: Circle Kindergarten Progress Monitoring (KPM) BOY to EOY (Baseline Year)
Grades 1 and 2: Amira Reading Mastery (ARM) BOY to EOY (Baseline Year)

Strategy 1 Details

Strategy 1: Teachers will meet in PLC to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists.

Strategy's Expected Result/Impact: Planning for strong TIER I instruction

Staff Responsible for Monitoring: Principal

AP
STEM Specialist
Reading Interventionists
Math Interventionists

Funding Sources: - 199 PIC 24 - At Risk - \$500, - 199 PIC 11 - Instructional Services - \$3,000

Strategy 2 Details

Strategy 2: Teachers will use Literacy Checkpoint Data and regular data analysis meetings to monitor student growth toward grade level expectations. Students not meeting expected benchmarks will be supervised through the SSC process.

Strategy's Expected Result/Impact: Active monitoring of student data will ensure timely responsive action for students not meeting expectation.

Staff Responsible for Monitoring: Principal

AP
Reading Interventionists
Math Interventionists
STEM

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

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

Performance Objective 7: EARLY NUMERACY: By June 2026, 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: End of Year (EOY) K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: Utilize PLCs to review data, both formal and informal, to plan for TIER I and TIER II instruction.</p> <p>Strategy's Expected Result/Impact: Strong TIER I and II instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Principal AP Math Interventionists Teachers</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$124, - 199 PIC 11 - Instructional Services - \$4,109</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use adaptive software (IXL) to differentiate instruction and target specific student needs.</p> <p>Strategy's Expected Result/Impact: Individualized instruction will target specific student needs.</p> <p>Staff Responsible for Monitoring: Principal AP Math Interventionists Teachers</p>
Strategy 3 Details
<p>Strategy 3: Provide personalized support for students and teachers through instructional specialists (STEM, Reading Interventionists, Math Interventionists). Support may include coaching, professional development, planning, and intervention groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and teacher capacity</p> <p>Staff Responsible for Monitoring: Principal AP STEM Reading Interventionists Math Interventionists</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$5,000</p>

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

Performance Objective 8: ADVANCED COURSES: By June 2026, Valley Oaks Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: At the beginning of the year, the 5th grade team, Reading Interventionists, Math Interventionists, 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
Math Interventionists
Reading Interventionists
STEM specialist

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

Strategy 2 Details

Strategy 2: At the beginning of the year, the 4th grade team, Reading Interventionists, Math Interventionists, 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
Math Interventionists
Reading Interventionists
STEM specialist

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

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 2026, 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

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

Strategy 2 Details

Strategy 2: Each morning, classroom teachers will conduct a community circle that relates to one of the core characteristics: 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

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

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

Funding Sources: - 199 PIC 11 - Instructional Services - \$1,000, - 199 PIC 99 - Undistributed - \$1,000

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: - 199 PIC 99 - Undistributed - \$500

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

Performance Objective 2: INTERVENTIONS: By June 2026, 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
<p>Strategy 1: During data study meetings, the team will set specific goals for all students receiving Tier II and Tier III interventions and will progress monitor to ensure growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal AP Counselor Math Interventionists Reading Interventionists</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>Strategy's Expected Result/Impact: Increased student achievement on STAAR, PSAs, reading levels</p> <p>Staff Responsible for Monitoring: Principal AP Counselor Reading Interventionists Math Interventionists STEM Specialist</p> <p>Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$500, - 199 PIC 99 - Undistributed - \$1,000</p>

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2026, student attendance at Valley Oaks Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Principal APs ADA Counselor</p>
Strategy 2 Details
<p>Strategy 2: Campus administrators will work on educating families about the direct correlation between attendance and school funding.</p> <p>Strategy's Expected Result/Impact: Understanding of the impact unnecessary absences have on school funding.</p> <p>Staff Responsible for Monitoring: Principal AP ADA Counselor</p>

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
<p>Strategy 1: Implementation of PBIS matrix and EAGLE Bucks ticket system will encourage and reinforce positive behavior expectations.</p> <p>Strategy's Expected Result/Impact: Positive behavior will positively impact student academic achievement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$3,000</p>

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: Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Refined safety practices</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$2,000</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: 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: Submitted campus EOP in September.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$2,200</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 budgets.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	1			\$1,000.00
1	2	2			\$5,000.00
1	4	1			\$5,000.00
1	4	2			\$10,000.00
1	6	1			\$3,000.00
1	7	1			\$4,109.00
2	1	3			\$1,000.00
3	1	1			\$3,000.00
Sub-Total					\$37,109.00
Budgeted Fund Source Amount					\$37,109.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$270.00
1	4	2			\$1,000.00
Sub-Total					\$1,270.00
Budgeted Fund Source Amount					\$1,270.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	2			\$500.00
1	6	1			\$500.00
1	7	1			\$124.00
Sub-Total					\$1,624.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,624.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$500.00
1	5	1			\$420.00
2	2	2			\$500.00
Sub-Total					\$1,420.00
Budgeted Fund Source Amount					\$1,420.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$1,000.00
1	7	3			\$5,000.00
1	8	1			\$1,000.00
1	8	2			\$1,000.00
2	1	1			\$1,000.00
2	1	2			\$1,000.00
2	1	3			\$1,000.00
2	1	4			\$500.00
2	2	2			\$1,000.00
3	2	1			\$2,000.00
3	3	2			\$2,200.00
Sub-Total					\$16,700.00
Budgeted Fund Source Amount					\$16,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$58,123.00
Grand Total Spent					\$58,123.00
+/- Difference					\$0.00