

New Caney Independent School District



Valley Ranch Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

VRE will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 1 High Priority

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

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

Strategy 1

We will increase supplemental instructional resources, materials, and hands-on manipulatives to enhance the curriculum. (Manipulatives classroom libraries, mentor texts, fine art supplies) Staff PD will be provided through contracted services, PLC, and collaboration book studies to improve activities and instructional strategies. We will use a literacy reading tracking program and give incentives to students that reach their reading goals. We will use an interactive program to engage students in hands-on math problems.

Strategy's Expected Result/Impact: The passing average will increase on formal and informal assessments including the STAAR state assessment, local assessments including the mock and CBA, and ongoing informal observations.

Staff Responsible for Monitoring: Principal/ AP, IC, Teachers

Funding Sources: Lowman Education - Math & Science Title I- 211, \$2,000, STEM Aide State Compensatory Ed, , Supplemental Supplies Title I- 211, \$9,036, Teach Big Title I- 211, \$4,380, Reading Materials Book Vending Machine Refill Title I- 211, \$500

TEA Priorities: Build a foundation of reading and math

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Strategy 2 Additional Targeted Support Strategy

Targeted during school intervention will be offered to help homeless, EL, and other at-risk students so that they can meet the state's challenging performance standards, most specifically in math or English/language arts.

Strategy's Expected Result/Impact: Informal and formal assessments, including STAAR tests will improve.

Staff Responsible for Monitoring: Administrators, Counselors, MTSS, and Homeroom Teachers.

Funding Sources: Local,

TEA Priorities: Build a foundation of reading and math

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Strategy 3

The Instructional Coach will provide support, mentoring, coaching and training for teachers in order to maximize student learning while teaching best practices.

Strategy's Expected Result/Impact: Teachers will be surveyed in order to measure the effectiveness of support they receive throughout the year from the Instructional Coach. Focused coaching should result in teachers improving instruction, maximizing student progress. Improved TTESS scores for teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Instructional Coach Title I- 211, , Instructional Coach State Compensatory Ed,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 4

Technology will be used to increase and enhance reading, math, and science skills.

Strategy's Expected Result/Impact: Individual student improvement on tests and assessments

Staff Responsible for Monitoring: Teachers, Administration, RTI, SSC, IC

Funding Sources: Progress Learning Title I- 211, \$3,000, Ron Clark House APP Title I- 211, \$2,400, Learning A2Z Title I- 211, \$633.35

TEA Priorities: Build a foundation of reading and math

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Strategy 5

Resource teachers and paras will be available for all identified students needing Special Education assistance. Applied skills teacher and paras will be available for all qualifying students needed specialized educational assistance.

Strategy's Expected Result/Impact: Decreased failure rate, IEP Objectives and goals met, improved student performance on STAAR.

Staff Responsible for Monitoring: SPED teachers and Administration

Funding Sources: Local,

TEA Priorities: Build a foundation of reading and math

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Performance Objective 2 High Priority

Students with learning disabilities, at-risk, English Learners, and migrant students' performance on state-mandated tests will increase by 5% compared to the 2026-2027 school year.

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

Strategy 1 Additional Targeted Support Strategy

PLC meetings for general education and special education staff members will be facilitated with each grade level.

Strategy's Expected Result/Impact: The percentage of special education students taking and meeting the minimum expectations on all required STAAR tests will be improved by 10% for approaches, meets, and masters.

cases. In addition to meet the needs of emergent bilinguals headphones with microphones are needed for students to practice the four TELPAS domains of listening, reading, writing, and speaking. The district will be using ESSER funds for these headphones with microphones.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teachers and Aides and the Special Education Team Lead.

Funding Sources: Local,

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Strategy 2 Additional Targeted Support Strategy

The MTSS Specialist will implement, monitor, and support the Multi-Tiered System of Supports (MTSS) process to increase student achievement by providing targeted academic, behavioral, and social-emotional interventions for identified students based on individual needs and data.

Strategy's Expected Result/Impact: Student progress will be monitored at each of the IST meetings, once every six weeks. Report card data, CBAs, progress monitoring reports, MAP, and universal screening data (CLI) will be used to monitor student progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, Homeroom Teacher

Funding Sources: MTSS Specialist Title I- 211, , MTSS Specialist State Compensatory Ed, , Behavior Aide State Compensatory Ed,

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Strategy 3 Additional Targeted Support Strategy

The Dyslexia Specialist will identify and then provide therapy to identified dyslexic students.

Strategy's Expected Result/Impact: Dyslexia students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, reading skills, and other formal and informal assessment data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dyslexia Specialists

Funding Sources: Dyslexia Teacher (1FTE) Local,

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Strategy 4 Additional Targeted Support Strategy

The EL Specialist will have four main responsibilities: work with EL at-risk students to improve their academic and linguistic performance levels using research-based strategies, ELlevation instructional strategies, work as a coach to classroom teachers, and EL aide who teach EL at-risk students and coordinate and execute all the activities related with compliance and accountability related to EL at-risk students.

Strategy's Expected Result/Impact: EL students will fulfill their potential for intellectual, emotional, physical, and social growth as evidenced by STAAR data, CBAs, and other formal and informal assessment data.

Staff Responsible for Monitoring: Principal, EL Coach

Funding Sources: EL AIDE State BIL/ESL, , ML Coach State BIL/ESL, , EL AIDE Title III- 263, , ML Coach State Compensatory Ed,

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Strategy 5

The PK Instructional Aide assists the classroom teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the Teacher Aide works closely with staff and administration to promote and execute the instructional plan of the building.

Strategy's Expected Result/Impact: Formal and informal assessment information will show improvement. Specifically, CLI Engage scores will show improvement from BOY to EOY.

Staff Responsible for Monitoring: Principal, PK Teacher

Funding Sources: PK Aide/Instructional Early Education Allotment, , PK Aide/Instructional State Compensatory Ed, , Instructional Aide Title I- 211,

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Performance Objective 3

VRE will maintain or exceed an attendance rate of at least 95% for the school year.

Evaluation Data Source: Attendance Reports from the PEIMS department.

Strategy 1

The compulsory attendance law information will be sent home with every student. Administrators will communicate procedures with parents at orientation meetings.

Strategy's Expected Result/Impact: Teacher and parent report, observation

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Local,

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Strategy 2

Parents of students with attendance and tardy problems will be notified in writing and then referred to the attendance committee and/or law enforcement personnel, as necessary.

Strategy's Expected Result/Impact: CARE Team documentation and attendance records.

Staff Responsible for Monitoring: Registrar, CARE Team, Assistant Principal

Funding Sources: Local,

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Strategy 3

The principal will recognize the students who attend regularly at awards assemblies for all grade levels. Students will be recognized each month in the classroom in grades PK-5.

Strategy's Expected Result/Impact: Canvas reports

Staff Responsible for Monitoring: Assistant Principal, Principal's Secretary

Funding Sources: Local,

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Performance Objective 4

VRE will provide a high-quality, comprehensive, developmental school counseling program.

Evaluation Data Source: Social-Emotional Learning Survey

Strategy 1

The campus will continue implementing Character Strong, an SEL curriculum promoting meaningful conversations, connections, and relationships between students and teachers. Implementation will include building leadership capacity.

Strategy's Expected Result/Impact: TAPR, PEMIS and Panorama data will be disaggregated to identify trends in Social Emotional Learning capacity of staff and students, specifically regarding attendance, discipline, and grades

Staff Responsible for Monitoring: Administrative Team, Counselor, Committee Leads

Funding Sources: At Risk Counselors Local, , At Risk Counselors State Compensatory Ed,

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Strategy 2

Improve programs and communication with parents and students, including military families.

Strategy's Expected Result/Impact: Gain recognition as a Purple Star Campus and receive the Crest award.

Staff Responsible for Monitoring: Principal and Counselors

Funding Sources: Local,

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Goal 2 NCISD will provide a safe and orderly setting that enhances the teaching and learning environment for students and staff.

Performance Objective 1

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

Evaluation Data Source: PEIMS discipline reports.

Strategy 1

We use the House System for positive behavior reinforcement, allowing students to have a crew and a connection with a house. The House system will incorporate high expectations and go above and beyond. Along with this we will explicitly teach communication skills to all students. We will have house celebrations and competitions. We will have grade-level competitions and recognition depending on the house.

Strategy's Expected Result/Impact: Decrease in discipline referrals; parent comments and a sense of belonging for our students

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers

TEA Priorities: Improve low-performing schools

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Strategy 2

Team building strategies/activities will be used with staff and students to create a cohesive school family.

Strategy's Expected Result/Impact: Student and staff comments, decrease in office referrals

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Local,

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Strategy 3

VRE will use cell phone containment solutions to reduce student use of cell phones and other electronic devices during the school day, this will improve discipline trends and academic performance.

Funding Sources: Local,

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Performance Objective 2

VRE will improve the climate and culture of our campus

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

Strategy 1

Students will be educated on Bullying, conflict resolution, Bus Safety, Emergency drills, Character Strong, Eddie the Eagle gun safety, Bike Safety, internet safety, and seat belt safety.

Strategy's Expected Result/Impact: Panoramic data, assemblies, drill records

Staff Responsible for Monitoring: Teachers, Counselor, Administration, Police

Funding Sources: Local,

TEA Priorities: Improve low-performing schools

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Strategy 2

Increase student voice, leadership, and recognition opportunities to strengthen students' sense of belonging and connection to Valley Ranch.

Strategy's Expected Result/Impact: House Leaders, morning announcement helpers, younger-grade reading buddies

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom Teachers, Specials Teachers

Funding Sources: Local,

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Goal 3

NCISD will provide resources to support current and future student-centered programs of the district while being responsible stewards of taxpayer funds.

Performance Objective 1

VRE will be at or lower than the district employee turnover rate of 17% on the annual Texas Academic Performance Report.
VRE teachers will meet the ESSA (Every Student Succeeds Act) standards of being highly effective, and paraprofessionals will meet the ESSA standards of being highly qualified.

Evaluation Data Source: Certification reports, Human Resource records

Strategy 1

Provide mentors for all new teachers and for teachers in need of extra assistance.
Administrators will provide opportunities to observe veteran teachers and participate in learning walks.

Strategy's Expected Result/Impact: Teacher report, observation results

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Local,

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

All teachers will have the opportunity to receive coaching and training to become ESL and G/T certified.

Strategy's Expected Result/Impact: All teachers will become ESL & GT certified

Staff Responsible for Monitoring: Principal, Human Resources, EL Coach, and Teachers

Funding Sources: Sibme Title I- 211, \$2,880

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2

VRE will provide meaningful and quality professional growth opportunities for administrators, teachers and paraprofessionals.

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

Strategy 1

Staff will participate in professional development opportunities that will help develop and retain highly effective staff. Specifically, administrators will receive specialized training that will improve staff climate and student performance on formal and informal assessments. We will send small groups of teachers and staff to the Ron Clark Academy to learn more about the House System. The principal will attend leadership and coaching professional development.

Strategy's Expected Result/Impact: The participation in training opportunities will be increased. Survey data about the effectiveness of training will be analyzed.

Staff Responsible for Monitoring: Principal

Funding Sources: Admin Conferences & PD Title I- 211, , Teachers Conferences & PD Title I- 211, , TEPSA Dues Title I- 211,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Staff will be provided professional development as needed in order to help students achieve, including students identified as at-risk. Professional development includes training for dyslexia specialists, math teachers focused on hands-on instructional strategies, and reading teachers on early literacy and the Science of Teaching Reading, as well as writing support designed to strengthen instructional practices and increase student performance on Extended Constructed Responses (ECRs).

Strategy's Expected Result/Impact: The passing average will increase on formal and informal assessments including the STAAR state assessment, local assessments including the mock and CBA, and ongoing informal observations.

Staff Responsible for Monitoring: Principal, Instructional Coach

Funding Sources: Professional Development for Math Instruction - Alba Math Title I- 211, , Professional Development for Reading instruction - Learning Rocks Gretchin Childs Title I- 211,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Goal 4 NCISD will provide opportunities for parents and community members to support student achievement.

Performance Objective 1

Parent communication and involvement will increase by the school year's end.

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

Strategy 1

We have many opportunities for volunteers to help at school. A volunteer opportunity list can be provided by individual teachers at Meet the Teacher/Orientation Night and upon request. Volunteer opportunities include: book fairs, some field trips, classroom parties, Field Day, fundraisers, Community Service Projects, Academic Family Nights, parent representatives on the SBDM Committee and the PTO.

Strategy's Expected Result/Impact: Parent involvement and participation, activity sign in sheets

Staff Responsible for Monitoring: Principal; Parents

Funding Sources: Local,

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Strategy 2

We will hold an annual Title I Parent Meeting to review the Parent and Family Engagement (PFE) Policy. The PFE Policy will be distributed in English and Spanish electronically through Remind and a hard copy will be sent home in each student's Thursday folders. The information can also be located on our school's website. The Site Base Team is used to evaluate the PFE Policy and Parent Compact.

Strategy's Expected Result/Impact: Sign in sheets, agendas and parent participation.

Staff Responsible for Monitoring: Principal, Teacher

Funding Sources: Local,

Formative Reviews

Strategy 3

We will have a parent conferences in the fall to discuss the first report card. If at any time parents are not satisfied with their child's academic progress, parents and guardians may call the front office to schedule a conference with your child's teacher(s).

Strategy's Expected Result/Impact: Signed report cards and Compacts

Staff Responsible for Monitoring: Principal, Team Leads, Teachers

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Strategy 4

VRE will provide many opportunities for our families to be active and informed about their children's education. Fall Meet the Teacher/Orientation Night: each grade level will have a musical performance throughout the school year. We will have a Title 1 Informational Meeting and PTO Meetings. We have one Project Based Learning Showcase for our families of G/T students and two Dual Language Family Nights. We also have a Reading and Social Studies Night and a Math and Science Night. We will have parent conferences in the fall to discuss the first report card. If parents are unsatisfied with their child's academic progress, parents and guardians may call the front office to schedule a conference with their child's teacher(s). Parenting partners will be offered, and campus leaders will attend the Parent and Family Engagement Conference in the fall.

Strategy's Expected Result/Impact: Parent participation and increased student engagement

Staff Responsible for Monitoring: Teachers and Principals

Funding Sources: Parent Family Engagement Title I- 211,

TEA Priorities: Improve low-performing schools

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