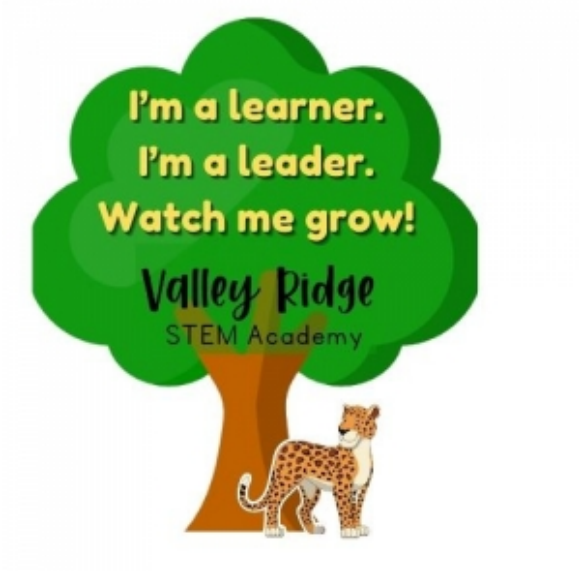
Lewisville Independent School District

Valley Ridge Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Ridge STEM Academy serves 644 students in grades K-5. The demographics of Valley Ridge students are:

35.25% Hispanic

28.57% are White

6.21% are Asian

20.65% are African American

8.54% are two or more races

0.47% American Indian or Alaska Native

0.31% are Pacific Islanders

Male - 52.95%

Female - 47.05%

31.05% are Emerging Bilinguals

46.58% are economically disadvantaged

34.36% are at-risk

Valley Ridge staff consists of:

32 regular education classroom teachers

1 functional life skills classroom teacher

2 academic life skills classroom teachers

1 art, 1 music, 2 PE, 1 computer science, 1 librarian

6 SDI teachers

1 LAS teachers

1 GT teacher

1 MTA teachers

2 counselors

10 instructional aides

2.5 speech and language teachers

4 office staff

1 nurse

1 technology staff

2 assistant principals

1 principal

Demographics Strengths

1. Attendance Rate
    a. 95.8% of students showed regular attendance in 2025-26 school year

Diverse Student Population

a. Valley Ridge serves a richly diverse student body, creating a campus culture where students learn from one another's backgrounds and experiences. The diversity strengthens cultural awareness, inclusivity, and community engagement

3. Active Community Engagement

a. Community partnerships provide additional resources to support both academic and non-academic student needs

4. STEM Programming

a. We continue to serve students in our STEM program. Students engage in dedicated engineering time each day and attend Computer Science as a

Specials class once time each week.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Less than 40% of current 4th and 5th grade students achieved "Meets Grade Level" or higher on STAAR Mathematics for the 25/26 school year
Root Cause: Inconsistent delivery of high-rigor Tier 1 math instruction, compounded by a lack of innovative, research-based teaching strategies (such as hands-on conceptual tools, math discourse, and interactive problem-solving frameworks) that foster deep mathematical reasoning.

Problem Statement 2 (Prioritized): Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance.
Root Cause: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Problem Statement 3 (Prioritized): Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed
Root Cause: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

Problem Statement 4 (Prioritized): Parent involvement from targeted student populations (Emergent Bilingual and Economically Disadvantaged) is concentrated in school social/ STEM events rather than academic capacity-building opportunities.
Root Cause: Campus event planning treats social/STEM activities and academic capacity-building as separate initiatives rather than embedding core literacy and math strategies into popular community events.

Priority Problem Statements

Problem Statement 1: Less than 40% of current 4th and 5th grade students achieved "Meets Grade Level" or higher on STAAR Mathematics for the 25/26 school year

Root Cause 1: Inconsistent delivery of high-rigor Tier 1 math instruction, compounded by a lack of innovative, research-based teaching strategies (such as hands-on conceptual tools, math discourse, and interactive problem-solving frameworks) that foster deep mathematical reasoning.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance.

Root Cause 2: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed

Root Cause 3: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Parent involvement from targeted student populations (Emergent Bilingual and Economically Disadvantaged) is concentrated in school social/STEM events rather than academic capacity-building opportunities.

Root Cause 4: Campus event planning treats social/STEM activities and academic capacity-building as separate initiatives rather than embedding core literacy and math strategies into popular community events.

Problem Statement 4 Areas: Demographics - Perceptions

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide students with meaningful, real-world learning opportunities that connect classroom content to authentic situations, careers, and community experiences. Encourage students to ask questions, explore solutions, collaborate, and apply critical thinking skills to relevant challenges. LIP STRATEGY: Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.3- Data-driven instruction **Strategy's Expected Result/Impact:** Through hands-on activities and purpose reflections, students will build academic knowledge while developing transferable skills such as communication, problem solving, collaborating, creativity, and adaptability that will prepare them for future success. **Staff Responsible for Monitoring:** Teachers, Instructional support, Instructional Facilitators, Admin **Title I:** 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 **Funding Sources:** Noise-cancelling headphones for SPED & MTSS students - 211 - Title I, Part A - $400				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Less than 40% of current 4th and 5th grade students achieved "Meets Grade Level" or higher on STAAR Mathematics for the 25/26 school year **Root Cause**: Inconsistent delivery of high-rigor Tier 1 math instruction, compounded by a lack of innovative, research-based teaching strategies (such as hands-on conceptual tools, math discourse, and interactive problem-solving frameworks) that foster deep mathematical reasoning.
Problem Statement 2: Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance. **Root Cause**: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Student Learning
Problem Statement 1: Less than 40% of current 4th and 5th grade students achieved "Meets Grade Level" or higher on STAAR Mathematics for the 25/26 school year **Root Cause**: Inconsistent delivery of high-rigor Tier 1 math instruction, compounded by a lack of innovative, research-based teaching strategies (such as hands-on conceptual tools, math discourse, and interactive problem-solving frameworks) that foster deep mathematical reasoning.

Student Learning

Problem Statement 3: Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance. **Root Cause**: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Lesson internalization and rehearsal shift lesson planning from a passive reading of curriculum materials to an active practice of delivery. This process ensures teachers master content knowledge, anticipate student misconceptions, and crisp up their instructional moves before standing in front of students. Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.2- Build teacher capacity through observation and feedback cycles 5.3- Data-driven instruction **Strategy's Expected Result/Impact:** Maximize instructional time by eliminating unnecessary downtime and over-explanation while keeping lessons aligned to planned time allocations. Use clear, concise teacher language to reduce cognitive load and help students focus on essential concepts. Anticipate common misconceptions and errors so teachers can address them seamlessly during instruction. Maintain high cognitive demand by providing intentional support without over-scaffolding when students encounter productive struggle. **Staff Responsible for Monitoring:** Admin, Instructional Facilitators, Teachers, L & T **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement regular LIFT instructional walks to monitor and strengthen the consistent implementation of high-yield instructional practices. Campus and district leaders will use evidence collected during LIFT walks to provide actionable feedback, identify instructional trends, celebrate effective practices, and determine targeted coaching and professional learning needs. Feedback and follow-up support will promote continuous improvement in instructional practice, strengthen curriculum implementation with fidelity, and increase student engagement and academic growth. **Strategy's Expected Result/Impact:** Increased consistency and fidelity in the implementation of district curriculum and One Vision instructional practices across classrooms. LIFT walk data will demonstrate growth in identified instructional priorities over time, while timely, actionable feedback and targeted coaching will strengthen teacher practice. **Staff Responsible for Monitoring:** Admin, Instructional Facilitators, Teachers, L & T				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed **Root Cause**: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.
Student Learning
Problem Statement 2: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed **Root Cause**: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.
School Processes & Programs
Problem Statement 1: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed **Root Cause**: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Continue to train campus personnel on Safe and Civil Schools strategies and restorative behavior practices to maintain positive classroom culture. LIP STRATEGY: Aligned ESF Indicators: 3.1 - Essential Action **Strategy's Expected Result/Impact:** Decreased discipline referrals resulting in out of placement and classroom disruptions as recorded in Skyward. Sustained student regular attendance rates exceeding the campus baseline target of 95.6%. **Staff Responsible for Monitoring:** Admin, coaches, attendance clerk, counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed
Root Cause: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

Student Learning

Problem Statement 2: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed
Root Cause: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

School Processes & Programs

Problem Statement 1: Teachers lack standardized training and evidence-based resources to consistently deliver structured reading and math interventions. Consequently, intervention cycles are implemented with inconsistent fidelity, leading to premature student referrals for intensive support before full, targeted intervention cycles are completed
Root Cause: Student growth in reading and math interventions remains variable due to not enough professional development, a lack of research-backed intervention materials, and not enough job-embedded coaching required to maintain implementation fidelity across classrooms.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Establish a collaborative approach that bridges the two campus communities through transparent communication, shared leadership, and joint culture-building events, ensuring equal voice and representation for both legacy student bodies and staff. Leverage CIS Communities In Schools staff, counselors, and attendance clerks to conduct direct outreach to families of chronically absent or academically at-risk students. **Strategy's Expected Result/Impact:** Increased family and staff engagement in joint culture-building events and activities that establish a shared identity and strengthen relationships across the newly combined community. **Staff Responsible for Monitoring:** Admin, counselors, CIS coordinators **Title I:** 2.53 **Problem Statements:** Demographics 4 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Valley Ridge will communicate with parents in a weekly newsletter, social media (Facebook and Instagram), and Parent Link messages. All students will take home a Tuesday Newsday folder with relevant information and weekly grades/progress reports. Annual title one meeting will be held and the PFE policy as well as Home/School compact will be share via email and on our website. Weekly parent newsletter will encourage parents to complete the Recognize SomeOne nomination form as well as take parent surveys with from the district and school based surveys. **Strategy's Expected Result/Impact:** Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at Valley Ridge and know that their children are safe and cared for when they come to school. **Staff Responsible for Monitoring:** Admin, counselors, PTA **Problem Statements:** Demographics 4 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Parent involvement from targeted student populations (Emergent Bilingual and Economically Disadvantaged) is concentrated in school social/STEM events rather than academic capacity-building opportunities. **Root Cause**: Campus event planning treats social/STEM activities and academic capacity-building as separate initiatives rather than embedding core literacy and math strategies into popular community events.

Perceptions
Problem Statement 1: Parent involvement from targeted student populations (Emergent Bilingual and Economically Disadvantaged) is concentrated in school social/STEM events rather than academic capacity-building opportunities. **Root Cause**: Campus event planning treats social/STEM activities and academic capacity-building as separate initiatives rather than embedding core literacy and math strategies into popular community events.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Valley Ridge ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Valley Ridge ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Valley Ridge ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Valley Ridge ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Valley Ridge ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Valley Ridge ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Valley Ridge ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Valley Ridge ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Upchurch, Jennifer	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026