

# **Houston Independent School District**

## **285 Valley West Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

The mission at Valley West Elementary School is to develop life-long learners with heads for seeking and creating new knowledge, hearts for connecting with and serving others, and hands for enacting skills that will impact our global community.

## Vision

At Valley West Elementary School, we strive to ensure ALL students are academically, socially, and emotionally equipped to lead in their post-secondary experiences.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Valley West Elementary is a PK-5th school initially shared a campus with Sugar Grove Elementary, before relocating in 1997 to the former site of a Food Lion Grocery Store. The original conversion consisted of ten classrooms, which served 210 students. The building underwent a bond expansion in roughly 2012 and enrollment increased to 850 students. Through the expansion, we found our identity as a STEM Magnet School.

Currently, the Valley West Elementary faculty includes 36 classroom teachers: 3 Prekindergarten, 3 Kindergarten, 5 first grade, 5 second grade, 6 third grade, 5 fourth grade, 6 fifth grade, and 3 special education classes. There are certified bilingual, ESL, and gifted and talented teachers on each grade level to meet the specific needs of each student. Additional instructional staff include a physical education teacher, art teacher, engineering teacher, reading specialist, math specialist, and science lab teacher. Other professional staff consist of one assistant principal, one school counselor, one wraparound specialist, one full-time speech therapist, one nurse, one educational technologist and a shared educational diagnostician.

The current student population at Valley West is comprised of 650 students. The demographic breakdown is as follows: Thirty-Nine percent (39%) African American, fifty-six percent (56%) Hispanic, three percent (3%) Asian, one percent (1%) Caucasian/White and one percent (1%) Two or More Ethnicities. Ninety-Two percent (92%) of our students are economically disadvantaged. Thirty-eight percent (38%) are Limited English Proficient (LEP), six percent (6%) are eligible for special education services, and six percent (6%) are classified as gifted and talented. Based on our demographics, Valley West E. S. qualifies as a Title I school.

Our STEM Student Competencies provide a guide for our core classes, school events, and ancillary classes. Students experience traditional coursework as well as project-based learning with their homeroom and core subject teachers. This learning is enhanced with our flagship events: Global Cardboard Challenge, STEM Fair, and STEM Family Night.

Students at Valley West enjoy art and physical education like their peers at many schools, but we also offer science lab, engineering with coding, and a forty-five-minute intervention class to every student. Our goal is to connect ancillary classes to the STEM fields and ensure additional time for academic language and math skills mastery.

At Valley West, we have a unique Social and Emotional Learning Program (SEL) that offers on-site counseling services through Admore Counseling Services, in addition to the district's SEL curriculum, to all students. We also offer an array of extra-curricular opportunities such as art club, basketball and soccer teams, cheerleading/dance, music strings and an after-school program.

### Demographics Strengths

- Valley West has experienced teachers with 85% having 5 years or more teaching experience
- Valley West Elementary has a diverse student ethnicity population, which has remained consistent over the past several years
- Valley West's students and staff bring a rich linguistic background to the campus, which include English, Spanish, Arabic, Igbo, Nepali, Lao, Portuguese, Mandarin, Thai, Urdu, Vietnamese, and other languages
- Students, faculty and staff at Valley West are accepting of new students regardless of race or ethnicity
- Valley West's teachers and support staff population have become more diverse to meet our students' needs
- Valley West provides specialized support staff including 1 counselor, 1 wraparound specialist, educational technologist, sheltered instruction coach and ELL supports, and academic interventionists

- Valley West Elementary has offered an after-school program with competitive pricing to support working parents for over 10 years
- Valley West engages in multicultural events throughout the year to help students learn about the different heritages and cultural backgrounds within our school
- Valley West has various community partnerships such as Brighter Bites, Admore Counseling Services, Hope of Life Church, Joe Vs West Belfort, Houston Museum of Natural Science, HCC Brays Oaks and more

### **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1 (Prioritized):** Valley West Elementary lacked a comprehensive recruitment plan for its Magnet Program to attract more applicants. **Root Cause:** Valley West needs to develop a recruitment plan and market the school's Magnet Program.

# Student Learning

## Student Learning Summary

### 2020/2021 STAAR ENGLISH

Grade	Content	Number Tested	Approaches	Meets	Masters	STAAR Participation
3 <sup>rd</sup>	Math	48	52%	27%	6%	63%
	Reading	47	60%	43%	13%	63%
4 <sup>th</sup>	Math	47	53%	28%	11%	42%
	Reading	47	66%	43%	28%	42%
5 <sup>th</sup>	Writing	47	60%	32%	4%	43%
	Math	32	62%	31%	16%	28%
	Reading	32	50%	34%	28%	28%
	Science	32	50%	25%	6%	27%

### 2020/2021 STAAR SPANISH

Grade	Content	Number Tested	Approaches	Meets	Masters	STAAR Participation
3 <sup>rd</sup>	Math	13	31%	8%	8%	45%
	Reading	12	83%	42%	0%	43%
4 <sup>th</sup>	Math	11	0%	0%	0%	50%
	Reading	11	9%	0%	0%	50%
	Writing	9	22%	0%	0%	41%

Ren 360 EOY Assessment											
		Number Tested		At/Above		On Watch		Intervention		Urgent Intervention	
		2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
1 <sup>st</sup>	English	68	110	75%	64%	12%	8%	12%	10%	1%	18%
	Spanish	49	46	53%	65%	14%	15%	16%	15%	16%	4%
2 <sup>nd</sup>	English	88	121	82%	44%	6%	11%	5%	17%	8%	29%
	Spanish	48	42	58%	62%	15%	19%	17%	7%	10%	12%
3 <sup>rd</sup>	English	92	103	62%	47%	10%	17%	13%	21%	15%	16%
	Spanish	52	36	79%	58%	8%	19%	10%	19%	4%	3%
4 <sup>th</sup>	English	114	91	65%	42%	5%	5%	17%	21%	13%	32%
	Spanish	22	12	45%	0%	14%	8%	23%	25%	18%	67%
5 <sup>th</sup>	English	124	110	48%	50%	18%	10%	14%	17%	21%	23%

### TELPAS Composite Levels (TELPAS Domain 3)

Grade	Beginning	Intermediate	Advanced	Advanced High
Level	2018-2019	2021-2022	2018-2019	2021-2022

### TELPAS Composite Levels (TELPAS Domain 3)

<b>Grade 1</b>	32	15	5	26	4	0	0	0
<b>Grade 2</b>	18	20	18	16	11	6	6	2
<b>Grade 3</b>	3	7	31	17	12	12	3	2
<b>Grade 4</b>	2	4	21	11	26	16	5	6
<b>Grade 5</b>	1	2	23	12	15	7	10	7
<b>Total</b>	<b>56</b>	<b>48</b>	<b>98</b>	<b>82</b>	<b>68</b>	<b>41</b>	<b>24</b>	<b>17</b>

### ATTENDANCE TRENDS

School	YTD	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Year</b>												
<b>2018-2019</b>	<b>96.48%</b>	99.09%	97.36%	96.77%	96.23%	97.22%	96.70%	95.34%	95.60%	96.97%	95.61%	
<b>2019-2020</b>	<b>97.14%</b>	98.70%	96.72%	96.01%	95.25%	96.82%	96.04%	95.72%	96.01%	100.00%	100.00%	100.00%
<b>2020-2021</b>	<b>98.20%</b>		98.91%	98.33%	98.02%	98.19%	98.04%	99.22%	98.65%	97.55%	97.97%	97.06%

### DISCIPLINE TRENDS

	2018-2019	2020-2021
<b>ISS</b>	27	2
<b>OSS</b>	14	0
<b>Expulsion</b>	0	0
<b>Alternative</b>	1	0
<b>Placement</b>		
<b>Other</b>	0	0

### Student Learning Strengths

In spite of challenges Valley West experienced due to the COVID-19 pandemic,

- Over 60% of our current 5th grade cohort participated in STAAR and over 60% were at approaches or greater in Reading and writing
- Over 60% of our current 4th grade cohort participated in STAAR and over 60% were at approaches or above for Reading
- Over 50% of our current 2nd through 4th grade students showed at/above or on watch for EOY 20/21 REN 360
- Attendance increased from previous year to 98.20 YTD
- There continues to be a decrease in discipline referrals for students



## **Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1 (Prioritized):** Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. **Root Cause:** Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

# School Processes & Programs

## School Processes & Programs Summary

Currently, the Valley West Elementary faculty includes 36 classroom teachers: 3 Prekindergarten, 3 Kindergarten, 5 first grade, 5 second grade, 6 third grade, 5 fourth grade, 6 fifth grade, and 3 special education classes. There are certified bilingual, ESL, and gifted and talented teachers on each grade level to meet the specific needs of each student. Additional instructional staff include a physical education teacher, art teacher, engineering teacher, reading specialist, math specialist, and science lab teacher. Other professional staff consists of one assistant principal, one school counselor, one wraparound specialist, one full-time speech therapist, one nurse, one educational technologist and a shared educational diagnostician.

The current student population at Valley West is comprised of 653 students. The demographic breakdown is as follows: Thirty-Nine percent (39%) African American, fifty-six percent (56%) Hispanic, three percent (3%) Asian, one percent (1%) Caucasian/White and one percent (1%) Two or More Ethnicities. Ninety-Two percent (92%) of our students are economically disadvantaged. Thirty-eight percent (38%) are Limited English Proficient (LEP), six percent (6%) are eligible for special education services, and six percent (6%) are classified as gifted and talented. Based on our demographics, Valley West E. S. qualifies as a Title I school.

Our STEM Student Competencies provide a guide for our core classes, school events, and ancillary classes. Students experience traditional coursework as well as project-based learning with their homeroom and core subject teachers. This learning is enhanced with our flagship events: Global Cardboard Challenge, STEM Fair, and STEM Family Night.

Students at Valley West enjoy art and physical education like their peers at many schools, but we also offer science lab, engineering with coding, and a forty-five-minute intervention class to every student. Our goal is to connect ancillary classes to the STEM fields and ensure additional time for academic language and math skills mastery.

At Valley West, we have a unique Social and Emotional Learning Program (SEL) that offers on-site counseling services through Admore Counseling Services, in addition to the district's SEL curriculum-RETHINK, to all students. We also offer an array of extra-curricular opportunities such as art club, basketball and soccer teams, cheerleading/dance, music strings and an after-school program.

## School Processes & Programs Strengths

- Valley West has an campus level Sheltered Instruction Coach for Coaching Bilingual and ESL teachers
- Valley West provides 1-2 bilingual teachers on each grade level to service Bilingual Spanish students ( 10 Bilingual Certified Teachers)
- Valley West provides ESL teachers on each grade level to service ESL students (16 ESL Certified Teachers)
- Valley West now provides a daily 45 minute block for interventions for ALL students
- Valley West is a STEM Magnet Program and offers STEM focused classes in Engineering with Coding and an additional Science Elective
- Valley West offers an after school Program at a competitive rate to offer parents afterschool care.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Valley West Elementary lacked fidelity in the implementation of RTI. **Root Cause:** Valley West Elementary lacked a campus-wide standardized intervention schedule and accountability for effectively servicing students in RTI. There was also lack of clarity with purpose and ownership of RTI.

**Problem of Practice 2 (Prioritized):** Valley West Elementary lacked an intervention resource which included a teacher-led component and a progress monitoring piece to track mastery or lack of mastery. **Root Cause:** Intervention resource only consisted of digital intervention for students and no teacher-led intervention, observation and feedback to students.

# Perceptions

## Perceptions Summary

The Valley Culture, Climate, Values and Beliefs are built around student success;

- Valley West Elementary is committed to effective instruction while also focusing on ensuring student and staff safety
- We believe our scholars should be held to high standards of critical thinking and opportunities to increase their skill sets to become leaders
- We believe in community partnerships through our PTO, SDMC and other partnerships to ensure the needs of our scholars are met
- We host at least four parent meetings per year with alternative times to aide in meeting parents' schedule needs
- We create opportunities for family engagement

## Perceptions Strengths

Our strengths include:

- An active PTO
- Wraparound services to meet student, staff and family needs
- Various community partnerships and donors

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Valley West academia is impacted by low parental involvement. **Root Cause:** Valley West parents expressed difficulties attending virtual meetings due to work schedules and assisting students in learning at home.

**Problem of Practice 2:** Valley West lacked a plan to assist parents with homework assistance and opportunities to engage in academic activities that would better equip parents in assisting their students at home. **Root Cause:** Valley West had limited resources and personnel to host before and/or afterschool trainings for parents.

# Priority Problems of Practice

**Problem of Practice 1:** Valley West Elementary lacked a comprehensive recruitment plan for its Magnet Program to attract more applicants.

**Root Cause 1:** Valley West needs to develop a recruitment plan and market the school's Magnet Program.

**Problem of Practice 1 Areas:** Demographics

**Problem of Practice 2:** Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math.

**Root Cause 2:** Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

**Problem of Practice 2 Areas:** Student Learning

**Problem of Practice 3:** Valley West Elementary lacked fidelity in the implementation of RTI.

**Root Cause 3:** Valley West Elementary lacked a campus-wide standardized intervention schedule and accountability for effectively servicing students in RTI. There was also lack of clarity with purpose and ownership of RTI.

**Problem of Practice 3 Areas:** School Processes & Programs

**Problem of Practice 4:** Valley West Elementary lacked an intervention resource which included a teacher-led component and a progress monitoring piece to track mastery or lack of mastery.

**Root Cause 4:** Intervention resource only consisted of digital intervention for students and no teacher-led intervention, observation and feedback to students.

**Problem of Practice 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR 2022 will increase at least 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** By June 2022, 48% of 3rd grade students will reach Meets on the Spring 2022 STAAR Reading assessment. Additionally, by June 2022, 40% of GT students will reach the Master's level on the Spring 2022 STAAR Reading (3rd-5th) assessment.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Valley West 3rd grade scholars will increase meets percentage on the 2022 Spring STAAR Reading assessment from 43% to 51%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Language and Literacy and Imagine Language and Literacy Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 reading instruction.

**Strategy's Expected Result/Impact:** Administrative teams and content specialists will conduct frequent weekly classroom instructional walks and provide immediate feedback to ensure high priority TEKS are being taught and mastered.

To increase teacher capacity as it relates to implementation of best instructional practices to increase students mastery by a minimum of 8%.

**Staff Responsible for Monitoring:** Teachers

Team Leads

Career Pathway Teacher Leaders

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Action Steps:** Conduct planning and data PLCs to review data at least once per grading period.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**

**Strategy 2:** Strategy 2:

Ensure high quality PLCs that allow teachers to collaborate with admin team, vertical alignment content

team and grade level team to address reading instructional needs.

**Strategy's Expected Result/Impact:** Teachers will collaborate with team and Content Specialists to plan and prepare engaging and high-impact reading lessons.

Teachers will collaborate with team and Content Specialists to identify key vocabulary needed for Tier 1 instruction.

Teachers will collaborate with team and Content Specialists to ensure all questions or higher order thinking questions are utilized to assess student understanding.

New teachers and teachers in need will have Master Teacher Modeling Observations and follow-ups.

Teachers will engage in At-Bat practice with fidelity.

Teachers will engage in Lead4ward playlists to review prior skills taught.

Teachers will create and utilize meaningful workstations aligned to TEKS and necessary skills.

Collaborative planning with teams and Content Specialists.

**Staff Responsible for Monitoring:** Teachers

Team Leads

Career Pathway Teacher Leaders

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Action Steps:** Create PLC and planning schedule.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**

**Strategy 3:** Build 45 minutes of school-wide intervention into the Master Schedule for all grades PK-5th grade.

**Strategy's Expected Result/Impact:** Interventionists will be able to provide students with individual and small groups interventions that target their needs.

**Staff Responsible for Monitoring:** Language/Math Ancillary Teacher

Interventionists

Literacy Specialist

Math Specialists

IAT Liaison

Assistant Principal

Principal

**Action Steps:** Create Leader Board for campus progress.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools



**Funding Sources:** Literacy Now - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$26,250, Mentoring Minds - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$14,162

**Strategy 4:** Content specialists, interventionist and teachers will attend continuous professional development to improve Tier 1 instruction.

**Strategy's Expected Result/Impact:** Increased percentages of students will meet grade-level goals.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Action Steps:** Collect Professional Development certificates upon completion

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools

**Strategy 5:** Provide targeted academic tutoring through Spark Camp for students in 1st-5th grade after school as needed.

**Strategy's Expected Result/Impact:** Teachers and interventionist will be able to target individual students based on their needs.

**Staff Responsible for Monitoring:** Assistant Principal  
Classroom Teachers  
Literacy Specialist  
Math Specialist  
Magnet Coordinator  
Interventionist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.
School Processes & Programs
<b>Problem of Practice 1:</b> Valley West Elementary lacked fidelity in the implementation of RTI. <b>Root Cause:</b> Valley West Elementary lacked a campus-wide standardized intervention schedule and accountability for effectively servicing students in RTI. There was also lack of clarity with purpose and ownership of RTI.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Valley West 4th grade scholars will increase meets percentage on the 2022 Spring STAAR Reading assessment from 43% to 51%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Language and Literacy and Imagine Language and Literacy Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 reading instruction.

**Strategy's Expected Result/Impact:** Administrative teams and content specialists will conduct frequent weekly classroom instructional walks and provide immediate feedback to ensure high priority TEKS are being taught and mastered.

To increase teacher capacity as it relates to implementation of best instructional practices to increase students mastery by a minimum of 8%.

**Staff Responsible for Monitoring:** Teachers

Team Leads

Career Pathway Teacher Leaders

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Action Steps:** Conduct planning and data PLCs to review data at least once per grading period.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

## Measurable Objective 2 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Valley West 5th grade scholars will increase meets percentage on the 2022 Spring STAAR Reading assessment from 34% to 42%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Language and Literacy and Imagine Language and Literacy Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 reading instruction.

**Strategy's Expected Result/Impact:** Administrative teams and content specialists will conduct frequent weekly classroom instructional walks and provide immediate feedback to ensure high priority TEKS are being taught and mastered.

To increase teacher capacity as it relates to implementation of best instructional practices to increase students mastery by a minimum of 8%.

**Staff Responsible for Monitoring:** Teachers

Team Leads

Career Pathway Teacher Leaders

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Action Steps:** Conduct planning and data PLCs to review data at least once per grading period.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Measurable Objective 3 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> 100% of 4th-5th grade scholars not making approaches on STAAR Reading 2020/2021 or BOY STAAR Reading assessment will receive the minimum 30 hours of Accelerated Learning Interventions by June 2022.	Formative			Summative
	Nov	Jan	Mar	June

<b>Evaluation Data Sources:</b> Accelerated Learning Tracking Document Mentoring Minds Lessons <b>HB3 Board Goal</b>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** Build 45 minutes of school-wide intervention into the Master Schedule for all grades PK-5th grade.

**Strategy's Expected Result/Impact:** Interventionists will be able to provide students with individual and small groups interventions that target their needs.

**Staff Responsible for Monitoring:** Language/Math Ancillary Teacher  
Interventionists  
Literacy Specialist  
Math Specialists  
IAT Liaison  
Assistant Principal  
Principal

**Action Steps:** Create campus Leader Board for progress and track hours of intervention.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Measurable Objective 4 Problems of Practice:**

School Processes & Programs
<b>Problem of Practice 2:</b> Valley West Elementary lacked an intervention resource which included a teacher-led component and a progress monitoring piece to track mastery or lack of mastery. <b>Root Cause:</b> Intervention resource only consisted of digital intervention for students and no teacher-led intervention, observation and feedback to students.

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** By June 2022, 35% of students will reach at least Meets on the Spring 2022 STAAR Math assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Valley West 3rd grade scholars will increase meets percentage on the 2022 Spring STAAR Math assessment from 27% to 35%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Math/Imagine Math Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with Instructional Leadership Team will ensure that all students PK-5th grade receive high-quality Tier 1 math instruction.

**Strategy's Expected Result/Impact:** The ILT will conduct frequent weekly walk-throughs to observe math lessons. Immediate feedback will be given regarding lesson quality.

Content Specialists will conduct weekly planning sessions, along with coaching cycles to ensure teachers are supported in lesson execution.

**Staff Responsible for Monitoring:** Team Leads  
Career Pathway Teacher Leaders  
Teacher Specialists  
Assistant Principal  
Principal

**Action Steps:** Create schedule for planning and PLCs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Strategy 2:** 1st-5th grade teachers will be able to provide real-time formative assessments and checks for understanding using Mentoring Minds Lesson and Unit Assessments.

**Strategy's Expected Result/Impact:** Immediate data that allows teachers and administrators to track student growth and drive further instruction. Instant feedback for students.

**Staff Responsible for Monitoring:** Language/Math Ancillary Teacher  
Interventionists

Literacy Specialist  
Math Specialists  
IAT Liaison  
Assistant Principal  
Principal

**Action Steps:** Training for staff on September 17, 2021

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** Mentoring Minds Math - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$14,162

**Strategy 3:** Ensure high quality PLCs that allow teachers to collaborate with admin team, vertical alignment content team and grade level team to address math instructional needs.

**Strategy's Expected Result/Impact:** Teachers will collaborate with team and Content Specialists to plan and prepare engaging and high-impact reading lessons.

Teachers will collaborate with team members and Content Specialists to identify key vocabulary needed for Tier 1 instruction.

Teachers will collaborate with team and Content Specialists to ensure all questions or higher order thinking questions are utilized to assess student understanding.

New teachers and teachers in need will have Master Teacher Modeling Observations and follow-ups.

Teachers will engage in At-Bat practice with fidelity.

Teachers will engage in Lead4ward playlists to review prior skills taught.

Teachers will create and utilize meaningful workstations aligned to TEKS and necessary skills.

Collaborative planning with teams and Content Specialists.

**Staff Responsible for Monitoring:** Teachers

Team Leads

Career Pathway Teacher Leaders

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Action Steps:** Create PLC and planning schedule

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.
School Processes & Programs
<b>Problem of Practice 2:</b> Valley West Elementary lacked an intervention resource which included a teacher-led component and a progress monitoring piece to track mastery or lack of mastery. <b>Root Cause:</b> Intervention resource only consisted of digital intervention for students and no teacher-led intervention, observation and feedback to students.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Valley West 4th grade scholars will increase meets percentage on the 2022 Spring STAAR Math assessment from 28% to 36%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Math/Imagine Math Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with Instructional Leadership Team will ensure that all students PK-5th grade receive high-quality Tier 1 math instruction.

**Strategy's Expected Result/Impact:** The ILT will conduct frequent weekly walk-throughs to observe math lessons. Immediate feedback will be given regarding lesson quality.

Content Specialists will conduct weekly planning sessions, along with coaching cycles to ensure teachers are supported in lesson execution.

**Staff Responsible for Monitoring:** Team Leads  
Career Pathway Teacher Leaders  
Teacher Specialists  
Assistant Principal  
Principal

**Action Steps:** Create schedule for planning and PLCs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Measurable Objective 2 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Valley West 5th grade scholars will increase meets percentage on the 2022 Spring STAAR Math assessment from 31% to 39%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Math/Imagine Math Espanol EOY STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers in collaboration with Instructional Leadership Team will ensure that all students PK-5th grade receive high-quality Tier 1 math instruction.

**Strategy's Expected Result/Impact:** The ILT will conduct frequent weekly walk-throughs to observe math lessons. Immediate feedback will be given regarding lesson quality.

Content Specialists will conduct weekly planning sessions, along with coaching cycles to ensure teachers are supported in lesson execution.

**Staff Responsible for Monitoring:** Team Leads  
Career Pathway Teacher Leaders  
Teacher Specialists  
Assistant Principal  
Principal

**Action Steps:** Create schedule for planning and PLCs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Measurable Objective 3 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> 100% of 4th-5th grade scholars not making approaches on STAAR Math 2020/2021 or BOY STAAR Math assessment will receive the minimum 30 hours of Accelerated Learning Interventions by June 2022. <b>Evaluation Data Sources:</b> Accelerated Learning Tracking Document Mentoring Minds Lessons <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Strategy 1:** Build 45 minutes of school-wide intervention into the Master Schedule for all grades PK-5th grade.

**Strategy's Expected Result/Impact:** Interventionists will be able to provide students with individual and small groups interventions that target their needs.

**Staff Responsible for Monitoring:** Language/Math Ancillary Teacher

Interventionists

Literacy Specialist

Math Specialists

IAT Liaison

Assistant Principal

Principal

**Action Steps:** Create campus Leader Board for progress and track hours of intervention.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Measurable Objective 4 Problems of Practice:**

School Processes & Programs
<b>Problem of Practice 2:</b> Valley West Elementary lacked an intervention resource which included a teacher-led component and a progress monitoring piece to track mastery or lack of mastery. <b>Root Cause:</b> Intervention resource only consisted of digital intervention for students and no teacher-led intervention, observation and feedback to students.

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1: SCHOOL PROGRESS**

**Strategic Priorities:** Expanding Educational Opportunities

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Measurable Objective 1:** 100% of Valley West students will participate in College T-Shirt Day two days per month to increase college awareness.

**Evaluation Data Sources:** Class data trackers for participants dressed in college t-shirts.

**Strategy 1:** The school will award points to the two highest participation grade levels for a chance to win an end of the year pizza party.

**Strategy's Expected Result/Impact:** Valley West will increase college awareness for all students and provide students with information on colleges.

**Staff Responsible for Monitoring:** School Counselor, Arielle Edwards

**Action Steps:** Place College Days on school calendar  
Create tracking wall in a main area of the building  
Add information to the announcements

**Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools

<b>Measurable Objective 2 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Measurable Objective 2:** 100% of Valley West students will participate in 1 Career Day.

**Evaluation Data Sources:** School calendar and flyers.





**Strategy 1:** The school counselor will solicit area businesses, colleges, and entrepreneurs to participate in the school career day.

**Strategy's Expected Result/Impact:** We increase students' knowledge in career readiness.

**Staff Responsible for Monitoring:** School Counselor, Arielle Edwards

**Action Steps:** Meet with Counselor  
Appoint a Career Day Team  
Determine Date for Career Day  
Plan Career Day

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 100% of 5th grade students will participate in middle school portfolio development for secondary education. <b>Evaluation Data Sources:</b> School Counselor Portfolio Tracker	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** The school counselor will schedule class meetings throughout the year with 5th grade classes.

**Strategy's Expected Result/Impact:** Increased participation in 5th grade students planning for secondary education.

**Staff Responsible for Monitoring:** School Counselor, Arielle Edwards

**Action Steps:** Collaborate with school counselor  
Get dates of meetings

**TEA Priorities:** Improve low-performing schools

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS** to improve STAAR 2022 achievement in Reading and Math for Special Education sub pop.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Valley West Special Education scholars will increase meets percentage on the 2022 Spring STAAR Reading assessment from 25% to 32%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Language Literacy Imagine Math/Imagine Math EOY STAAR EOY STAAR ALT <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Special Education Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 reading instruction.

**Strategy's Expected Result/Impact:** Administrative teams and content specialists will conduct frequent weekly classroom instructional walks and provide immediate feedback to ensure high priority TEKS are being taught and mastered.

To increase teacher capacity as it relates to implementation of best instructional practices to increase students mastery by a minimum of 8%.

**Staff Responsible for Monitoring:** Special Education Teachers

Team Leads

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Valley West Special Education scholars will increase meets percentage on the 2022 Spring STAAR Math Assessment from 17% to 25%. <b>Evaluation Data Sources:</b> District Assessments Mentoring Minds Imagine Language Literacy Imagine Math/Imagine Math EOY STAAR EOY STAAR ALT <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Special Education Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 math instruction.

**Strategy's Expected Result/Impact:** Administrative teams and content specialists will conduct frequent weekly classroom instructional walks and provide immediate feedback to ensure high priority TEKS are being taught and mastered.

To increase teacher capacity as it relates to implementation of best instructional practices to increase students mastery by a minimum of 8%.

**Staff Responsible for Monitoring:** Special Education Teachers

Team Leads

Literacy Specialist

Math Specialist

Assistant Principal

Principal

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Measurable Objective 2 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 100% of 4th-5th grade special education scholars not making approaches on STAAR Reading and Math 2020/2021 or BOY STAAR Reading and Math assessment will receive the minimum 30 hours of Accelerated Learning Interventions by June 2022. <b>Evaluation Data Sources:</b> Accelerated Learning Tracking Document Mentoring Minds Lessons <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 1:** Build 45 minutes of school-wide intervention into the Master Schedule for all grades PK-5th grade.

**Strategy's Expected Result/Impact:** Interventionists will be able to provide students with individual and small groups interventions that target their needs.

**Staff Responsible for Monitoring:** Language/Math Ancillary Teacher

Interventionists

Literacy Specialist

Math Specialists

IAT Liaison

Assistant Principal

Principal

**Action Steps:** Ensure training on Mentoring Minds and Intervention Log tracking

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 1:** ATTENDANCE

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Valley West Elementary will maintain an attendance rate of 98%. <b>Evaluation Data Sources:</b> Daily ADA reports	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Monitor attendance daily, contact parents regarding absence and truancy visit after three consecutive absences.

**Strategy's Expected Result/Impact:** Increased attendance in all students.

**Staff Responsible for Monitoring:** Registrar

Wraparound Specialist

PEIMS Coordinator

Principal

**Action Steps:** Create daily contact logs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** VIOLENCE PREVENTION

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Measurable Objective 1:</b> 100% of students will be provided with relevant, appropriate information regarding drugs, alcohol, suicide, bullying and abuse throughout the year. <b>Evaluation Data Sources:</b> Counselor Agendas				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Students will be provided information about drugs, alcohol suicide, bullying and abuse during the October Red Ribbon Week.

**Strategy's Expected Result/Impact:** Increased knowledge and strategies to decrease violence

**Staff Responsible for Monitoring:** School Counselor

**Action Steps:** Plan Red Ribbon Week

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6



**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

<b>Measurable Objective 1 Details</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Measurable Objective 1:</b> Increase the number of students making one level of progress as measured by the TELPAS composite by 8% <b>Evaluation Data Sources:</b> TELPAS <b>HB3 Board Goal</b>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Strategy 1:** Sheltered Instruction Coach will support at least two EL teachers per week..

**Strategy's Expected Result/Impact:** Increased consistency in Sheltered Instruction strategies in all ESL/Bilingual classes.

**Staff Responsible for Monitoring:** Assistant Principal  
Principal

**Action Steps:** Create a SI support log

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 1:</b> Valley West Elementary lacked consistency in teaching rigorous Tier 1 instruction which resulted in a decline in the scholars meeting grade level standards in reading and math. <b>Root Cause:</b> Valley West Elementary did not have a comprehensive approach to observation, feedback and follow-up.

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Provide parents/families with at least four educational and community activities for the 2021/2022 school year for family members to participate in and document participation in percentages. <b>Evaluation Data Sources:</b> Parent Participation logs	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Title I Coordinator and the School Counselor will collaborate to provide academic nights for parents and students.

**Strategy's Expected Result/Impact:** Increased parental participation and knowledge of school processes.

**Staff Responsible for Monitoring:** Title I Coordinator and School Counselor

**Action Steps:** Obtain schedule

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

**Board Goal 5: N/A - Additional Campus Goals****Goal 5: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. <b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE Harvey: Students to be screened: 650 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE Harvey: Students to be screened: 464 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE Harvey: Students to be screened: 464 Note: If the number school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE Harvey: Students to be screened: 315 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<b>Measurable Objective 6:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: School Nurse Harvey Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** The school nurse will contact parents to ensure proper medication is updated and kept at school for emergencies.

**Strategy's Expected Result/Impact:** Increased student safety

**Staff Responsible for Monitoring:** Nurse Harvey

**TEA Priorities:** Improve low-performing schools





**Strategy 2:** At least two other staff members will be trained as back-up clinic assistance in the event Nurse Harvey is out are unable to attend to a student in need.

**Strategy's Expected Result/Impact:** Increased clinic care for students.

**Staff Responsible for Monitoring:** Nurse Harvey  
Assistant Principal and Safety Captain, Lupita Manrique  
Principal Woods

**Action Steps:** Complete trainings for assistants

**TEA Priorities:** Improve low-performing schools

Measurable Objective 7 Details		Reviews			
<b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus: Nurse Danielle Harvey, Coach Keenan Seahorn		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress                             </div> <div>  Accomplished                              Continue/Modify                              Discontinue                         </div> </div>					

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Strategy 1:** The school will host one health screening to conduct medical screening per school year.

**Strategy's Expected Result/Impact:** Increased medical knowledge and prevention

**Staff Responsible for Monitoring:** Nurse Harvey or Wraparound Specialist

**Action Steps:** Schedule event

**TEA Priorities:** Improve low-performing schools

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** OTHER UNMET (If applicable)

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers in collaboration with the Instructional Leadership Team will ensure that all students PK-5th Grade receive high-quality Tier 1 reading instruction.
1	1	1	2	Strategy 2: Ensure high quality PLCs that allow teachers to collaborate with admin team, vertical alignment content team and grade level team to address reading instructional needs.



# State Compensatory

## Budget for 285 Valley West Elementary School

**Total SCE Funds:** \$105,573.85

**Total FTEs Funded by SCE:** 3.25

### Brief Description of SCE Services and/or Programs

State Comp Ed Funds are utilized to fund up to four positions and/or tutorials for students in need of additional support academically. This year this would include school wide interventions via Imagine Learning in computer labs and additional during school or after school tutorials by staff or hourly staff members.

## Personnel for 285 Valley West Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jenkins, Shenitha Michelle	Teaching Assistant-10M	1
Tran, Tuan Nam P	Campus Education Tech-11M	1
Vacant	Lecturer, Hrly - Degreed	0.25
Vacant	Lecturer, Hrly - Degreed	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

- Campus Leadership Team
- Principal
- School SDMC members

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Surveys shared with staff
- Goals developed by school leaders
- Parent suggestions
- SDMC Data

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Monthly data meetings
- Quarterly review of data during SDMC meetings

### **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations:

School Webpage

The SIP was made available to parents by:

School Webpage

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Tier I Instruction
- Intervention Block
- Afterschool Tutorials
- Spark Camp

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

- Campus-Wide Intervention Block 45 minutes daily built into master schedule

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging state academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Lorena Castillo
- Family and Community Engagement Specialist, Dyan Harris
- Staff-Arielle Edwards, School Counselor

The PFE was distributed

- On the campus website
- Campus Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Workshops provided by FACE/FAME
- Workshops by Counselor
- Workshops by Wraparound Specialist
- Workshops by C.O.R.E.

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 21, 2021 5:30-6:30
- Meeting #1 Alternate - September 23, 2021 3:30-4:30
- Meeting #2 - December 7, 2021 5:30-6:30
- Meeting #2 Alternate - December 9, 2021 3:30-4:30
- Meeting #3 - March 1, 2022 5:30-6:30
- Meeting #3 Alternate - March 3, 2022 3:30-4:30
- Meeting #4 - May 3, 2022 5:30-6:30
- Meeting #4 Alternate - May 5, 2022 3:30-4:30

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arielle Edwards	Shcool Counselor		100%
Carmen Contreras	Teacher Class Size Reduction Bil-Ttl1		100%

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Literacy Now	6200 - Contracted Services	\$26,250.00
<b>Sub-Total</b>						\$26,250.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Mentoring Minds	6300 - Supplies and Materials	\$14,162.00
2	1	1	2	Mentoring Minds Math	6300 - Supplies and Materials	\$14,162.00
<b>Sub-Total</b>						\$28,324.00
<b>Grand Total</b>						\$54,574.00

# Addendums

## SIP APPROVAL 2021-2022

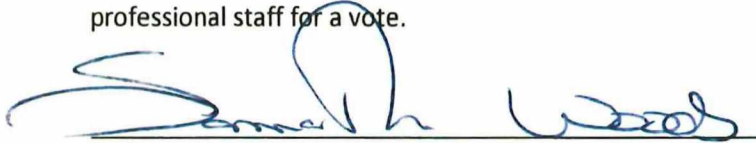
**School Name and Campus #:** 285

**Principal Name:** Samantha Woods

**Area Office:** ESO1

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/27/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

9/21/2021

Date

**Signatures below indicate review and approval of this document.**

Lorena Castillo

PTO/PTA or other Parent Representative

9/21/2021

Date



SDMC Teacher Representative

9-21-2021

Date



School Support Officer/Lead Principal

9-21-2021

Date



Area Office Superintendent

10/11/21

Date

Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)

(if applicable or still in use under grant contract)

Date



<b>2021-2022 Professional Development Plan*</b>				
<b>PD Dates</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources Needed</b>	<b>SIP Goal Alignment</b>
Aug. 12	In Person Xtra Duty Pay	Long Range Planning Grades 3-5 Math/Reading	Planning Curriculum and Guides, HMH, Go Math, Lead4ward Resources, Planning Templates	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps
Aug. 13	In Person Extra Duty Pay	Long Range Planning Grades PK-2 Math/Reading	Planning Curriculum and Guides, HMH, Go Math, Lead4ward Resources, Planning Templates	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps
Aug. 16	In Person	Team Building Activities Book Study Stick Together by John Gordon	Staff copies of book, Stick Together	SIP Goals 1,2,3,4 Team Work to reach the goals Increasing Meets percentages by 8 points and closing academic gaps
Aug. 17	In Person Virtual In Person	Literacy Now and How it Works Sheltered Instruction MyON	Staff Devices and Handouts provided	SIP Goals 1 and 4 Increasing Meets percentages by 8 points and closing academic gaps
Aug. 18	In Person	Teacher Work Day for room and resources check out	Resources Check Out Procedures	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps
Aug. 19	Virtual	District Trainings Job Alike HB3 1 <sup>st</sup> Grade Teachers and Assistant Principal	Staff Devices	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps

Aug. 20	In Person In Person	SEL Rethink Ed and Wraparound Services Stemscopes Integrating Science into Reading	Staff Devices and Handouts provided	SIP Goals 1,2,3,4 Increasing Meets percentages by 8 points and closing academic gaps
Sept. 17	In Person	Long Range Planning Grades PK-5 Math/Reading  HB4545 Mentoring Minds Training for Staff	Planning Curriculum and Guides, HMH, Go Math, Lead4ward Resources, Planning Templates	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps
Oct. 4	NA	Teacher Comp Day No PD Assigned	NA	NA
Sept-28 <sup>th</sup> Oct. 1st	In Person	Additional Mentoring Minds Training HB4545 for Interventionist	Mentoring Minds Dashboard and resources for Teach-Led Intervention	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps
Feb. 21	In Person	STAAR Blitz Continued Planning	Lead4ward resources, STAAR released	SIP Goals 1,2, 4 Increasing Meets percentages by 8 points and closing academic gaps

\* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.