

Lewisville Independent School District

Valley Ridge Elementary School

2022-2023 Campus Improvement Plan

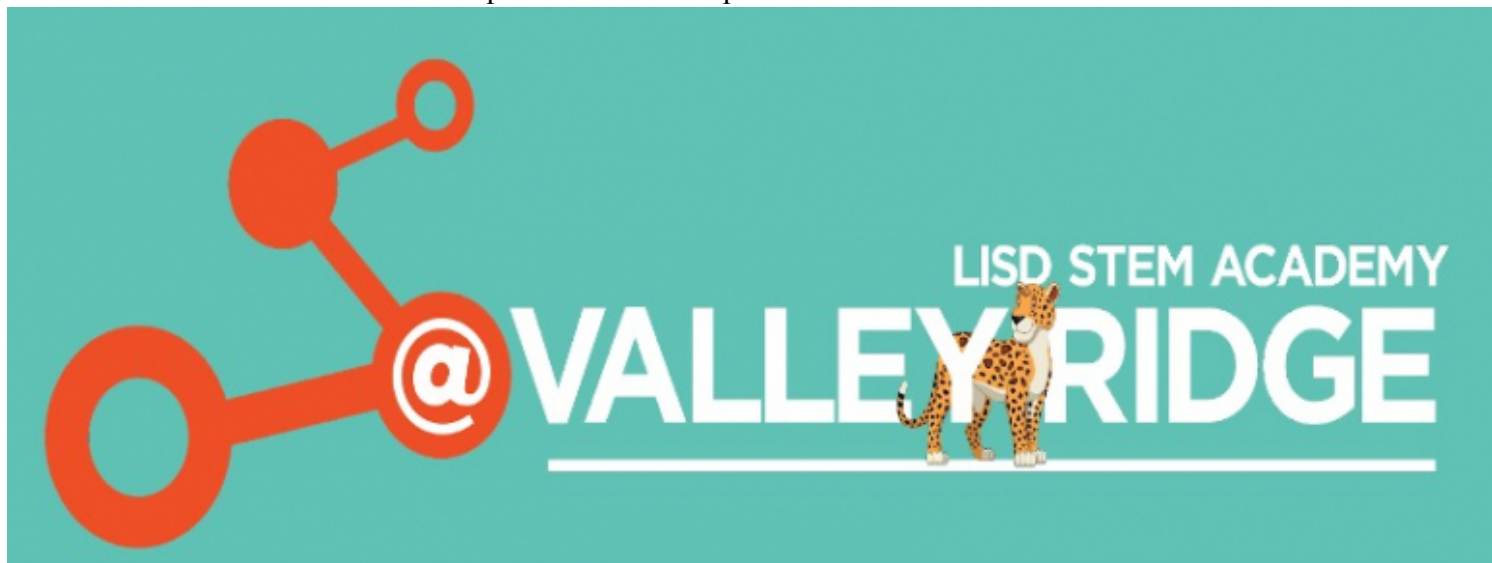
Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

We provide a safe, fun, and nurturing foundation and plant the seeds of lifelong learning to develop and empower the next generation of leaders.

Student friendly mission statement: I'm a learner. I'm a leader. Watch me grow!

Vision

Planting seeds now for future growth.

Core Beliefs

At Valley Ridge Elementary...

We create and provide a safe and loving environment.

Each individual that enters our school doors feels recognized and valued for what they bring to the learning organization.

School is a happy place where we have fun together!

Risk-taking is a vital part of the learning process.

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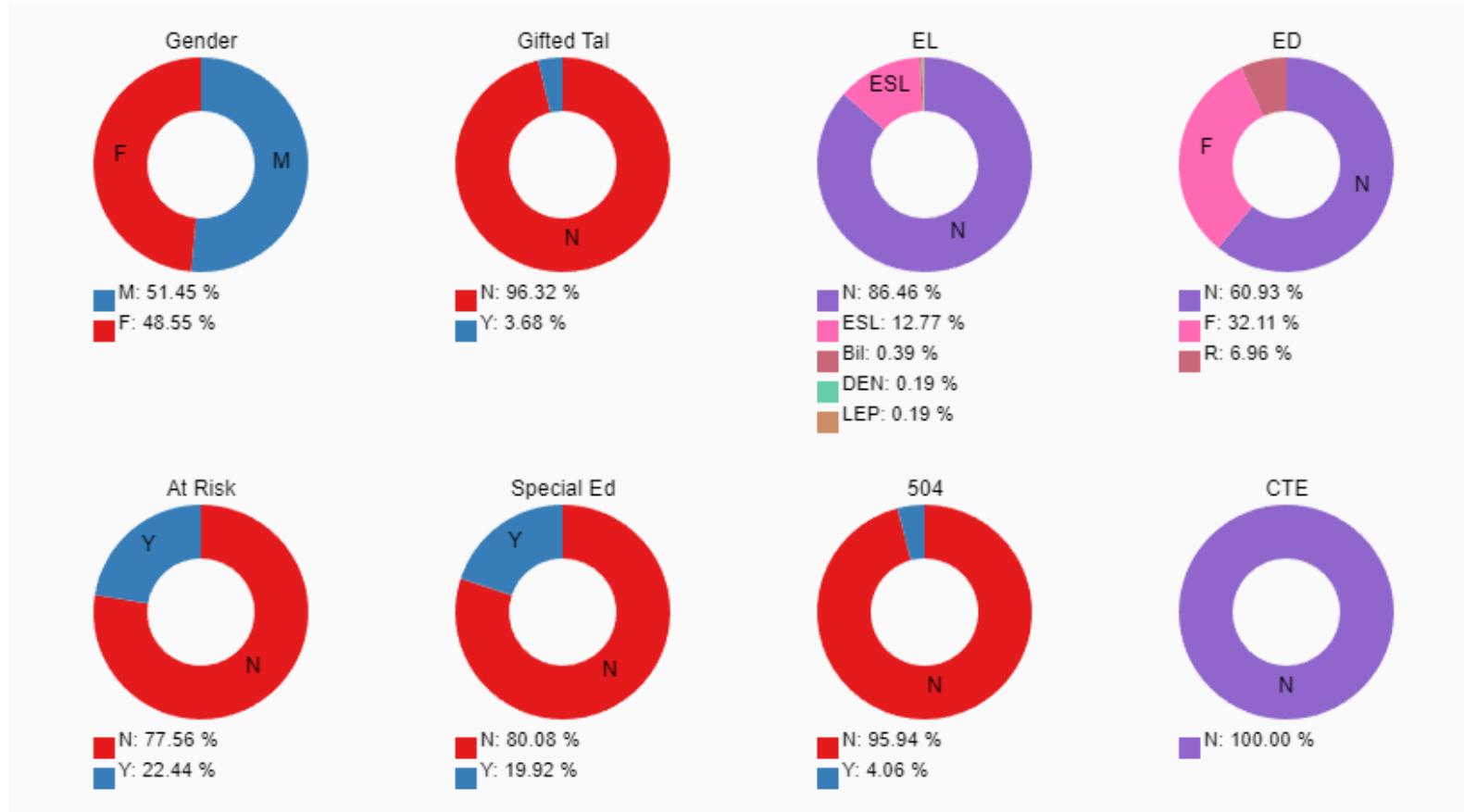
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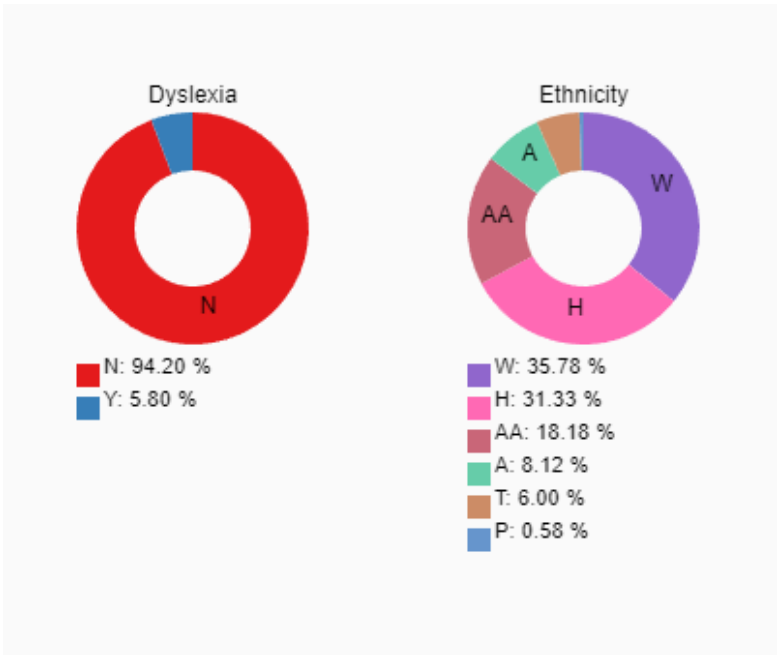
Comprehensive Needs Assessment

Demographics

Demographics Summary

We, at Valley ridge Elementary, are a dedicated group of about 65 individuals who believe in growing studetns, both as learners and as leaders. We are a PK-5 elementary school. Each staff member, no matter their role, knows how they impact student success at Valley Ridge. Currently we have about 520 PK-5 students, including our PreK Discovery Academy. Our school is located in Lewisville, TX. close to the intersection of FM 407 and I-35E. Due to our location in Lewisville, but close to Flower Mound, our family population is diverse both culturally and socioeconomically. Below are the approximate demographics of our student population at the end of August 2022.





As a nurturing staff, we believe in reaching the hearts of our students first so that they are ready and eager to be engaged in learning. All students start each school day in a class "Habit Huddle" where leadership and socila emotional learning is reinforced. While engaged in content areas throughout the day, each student takes ownership of a special leadership role that they hold within the classroom. Students get to explore their strengths in not only academic areas, but also in the arts and STEM fields. Students also support each other as Leader Buddies to students in other grade levels.

An effective teacher at VRE is defined as one who builds leadership in others, is focused on personal growth, has a nurturing and caring manner, and is dedicated to our instructional priorities.

Demographics Strengths

Valley Ridge teachers have many years of expertise. Below are some teacher demographic strengths:

100% of certified staff are SBEC certified and considered Highly Qualified with at a bachelor's degree.

1 teacher is Google certified

1 teacher is Apple certified

22 staff members are NISE STEM certified

4 staff currently working on NISE STEM certification

100% of teachers have been trained in the 7 habits of highly effective people. Teachers have been trained in Academic Vocabulary Program, Content and Language Objectives, Professional Learning Communities, Writing process, and Engineering Design Process. Teachers share that implementation of their learning is greatly impacted by ongoing follow-up and strategic PLCs.

Parents and families are an important part of the VRE community. Parents actively participate in our family nights and on average, rate the relevance and engagement at these events as 4.74/5. Based on the Leader in Me Measurable Results survey, parents report family involvement as the highest scoring area impacted by The Leader in Me.

Goals

Revised/Approved: October 7, 2022

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 1: Board and Superintendent Goals:

- *Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- *Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- *Increase the % of graduates that engage in CCMR related indicators

DIP Strategies:

- *Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- *Utilize district resources and coaching to customize campus support
- *Utilize readiness dashboard to monitor student progress and discuss response
- *Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- *Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- *Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 2: Teachers will utilize Guided Reading strategies to provide differentiated and specific instruction to all students.

Evaluation Data Sources: Lesson plans and walkthrough observations will reflect Guided Reading groups and instruction.

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 3: Teachers will participate in weekly PLC collaborations to analyze student performance and adjust instruction to best meet student needs.

Evaluation Data Sources: AP and Principal will participate in PLCs. Teams will document PLC work through agendas.

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 4: Teachers will work with specialists such as GT, Dyslexia, Special Education, and ESL to learn about teaching strategies and analyze student performance.

Evaluation Data Sources: PLC agendas will include specifics about working with various specialists. Strategies will be evident in lesson plans and walkthroughs/observations.

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

Performance Objective 1: Board and Superintendent Goals:

- *Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.
- *Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey

DIP Strategies:

- *Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators
- *Provide campus leadership with learning to best support students based on their individual readiness pathway
- *Provide learning for staff to increase awareness and necessity for building strong relationships
- *Continue to support campuses in effective implementation of Restorative Practices
- *Provide opportunities for students to tell their stories and have a voice
- *Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

Performance Objective 2: We will utilize restorative practices, direct 7 Habits Lessons, Leadership Lessons, and 2nd Step Social Emotional Lessons during habit huddles.

Evaluation Data Sources: All classrooms will have a safe space/ calm down space. Teachers will include habit huddle topics/lessons in lesson plans. The number of teacher referrals and office referrals will decrease.

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

Performance Objective 3: We will celebrate student success throughout the year, including academic, emotional, and leadership areas. This will also include improving our social media usage to including the hashtag #vreglows to celebrate all the great things happening on campus.

Evaluation Data Sources: We will have monthly Habit Spotlight student celebrations with parents. Students will be able to earn spirit sticks, and this will be tracked for frequency. Grade level and classroom WIG boards will also track and celebrate student success in iStation. Leader in Me MRA survey results for students will also show an increase in the areas of "Interpersonal Effectiveness" and "Personal Effectiveness".

Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.

Performance Objective 1: Board and Superintendent Goals:

- *Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- *Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- *Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- *Prioritize and allocate resources to ensure safety and security of students and staff

DIP Strategies:

- *Provide opportunities for staff to be heard and have a voice in finding solutions
- *Cultivate a culture of connectedness and positive recognition
- *Expand recruiting sites to reach a larger diverse population of possible applicants
- *Utilize results from device evaluation process to determine student technology needs
- *Implement cybersecurity training to maintain low risk rating
- *Determine key indicators for financial health to develop a dashboard
- *Provide campuses with tools to assist in ensuring and monitoring safety
- *Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.

Performance Objective 2: Teachers and staff will be recognized weekly through "Staff Glow Notes" - staff created shout-outs. Teachers and staff will be recognized regularly by parents through "Parent to Staff Glow Notes"- parent created shout-outs. Admin team will provide feedback and Glow Notes to teachers to recognize their work.

Evaluation Data Sources: Weekly staff newsletter will show staff to staff Glow Notes.
Parent-Staff Glow Notes will be printed and delivered to teachers. Spreadsheet will be maintained with this information.

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.

Performance Objective 1: Board and Superintendent Goals:

*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

DIP Strategies:

*Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns

*Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level

*Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.

Performance Objective 2: We will create biweekly parent newsletters that provide information about the campus, events, and student celebrations. The newsletter will also link to our volunteer newsletter that provides information about volunteer opportunities.

Evaluation Data Sources: We will be able to track view numbers of our campus newsletters. We will also track the amount of parents engaging in volunteer opportunities in the campus.

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.

Performance Objective 3: We will provide opportunities for stakeholders to give feedback, including parent surveys and Principal Coffee Talks.

Evaluation Data Sources: We will use the survey data to make informed decisions for the campus through the building leadership team.


Goal 5: Federal and State Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.


Performance Objective 1: All students shall attend school regularly.


Evaluation Data Sources: Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 5: Federal and State Mandates





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You will update the formative and summative reviews.

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 strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Dating Violence LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law. Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Federal and State Mandates

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You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 6: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p>Strategy's Expected Result/Impact: Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				