Richardson Independent School District

Spring Valley Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Enriching our future with passion and individuality. Lighting their potential for success.

Vision

SVE - Where all students learn, grow, and succeed.

Value Statement

Integrity * Inspiration * Inclusiveness * Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Valley Elementary (SVE) is a PK-6 school in Richardson ISD. SVE qualifies as a Title I campus with 80% of our students qualifing for free and reduced lunch.

Trends show a decline in African American (currently 2.3% of total population) population and an increase in White population (currently 7% of total

population). 86% of our students are Hispanic and this population has remained concistent in total percentage.

ELL students make up 69%, special education students 18%, and economically disadvantaged students make up 85% of the student population. These three

groups have remained consistent over the past 3 years.

Mobility rate for student population is 4.8% is lower than the district rate of 5.4%.

Total discipline rate of 2% is lower than the district average of 3.2%.

Attendance rate is 95.7% compared with 96.2% for the district average.

Demographics Strengths

There is a low mobility rate for students. Population trends are established and stable. Bilingual program and campus are matched to needs of students with bilingual homeroom teachers through 4th grade

Student Achievement

Student Achievement Summary

Student Achievement Summary 2019 STAAR Scores

Reading: Aproaches Meets Masters Math: Approaches Meets Masters

All Tests 67% 34% 15% 3rd 71% 37% 17%

3rd 52%, 21%, 6% 3rd 56%, 35%, 10%

4th 73% 49% 25% 4th 71% 38% 27%

5th 68% 35% 14% 5th 74% 26% 12%

6th 74% 32% 14% 6th 79% 49% 18%

Writing: Science:

4th 69% 27% 12% 5th 75% 39% 14%

We recognize the need to continue to pusue growth in Writing, Reading and Math. Literacy will be a key focus or the 2020-2021 school year. We will continue to address the need for growth for our long term English Language Learners. We will continue to scrutinize our campus data in order to meet the needs of all students.

Student Achievement Strengths

Students have made gains in both the area of writing and science. Our hispanic student population, economically disadvantage, and ELL student population have seen gains in the areas as well. Students within special education have seen scores increase in the areas of reading and math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low Domain 1 numbers of students in approaches, meet and masters for   **Root Cause:** Students leaving K-2 with a lack of foundational skills and need to improve rigorous Tier 1 instruction in Pre-K through 6th Reading instruction.

Problem Statement 2: Low numbers of students in K-2 reaching Tier 1 status by end of year.   **Root Cause:** Teachers need more support in teaching foundational reading skills and moving readers forward in reading levels

Problem Statement 3: K-2 students struggle with objective 1; number relationships and representations.   **Root Cause:** Interventions are needed for decomposing numbers,

identifying numbers, and comparing numbers in a foundational way.

Problem Statement 4: Low Domain 1 numbers of students in meets and masters in Science   **Root Cause:** Lack of vertical alignment of Science curriculum at all grades

School Culture and Climate

School Culture and Climate Summary

Campus survey shows a need to address and imrove the following areas: staff response rate, beliefs and priorities, feedback and support, culture and environment, and college going culture.

SVE is a small close knit community of parents, students and teachers.

Currently there is a strong invovlement with PTA and community sponsors (State Farm, Church of Transfiguration).

PBIS is a part of campus operations and is moving into year 4. The implementation of Second Step Social-Emotional Learning Program, as well as district racial literacy lessons, will serve to further support a positive school culture and climate.

School Culture and Climate Strengths

PTA and community sponsors are invested in meeting the needs of the learning community in a timely manner.

PBIS year 4 supported staff in setting high expectations for students in all common areas and end of year staff data showed improvements understanding and implementing procedures.

PLC and student data meetings support teachers in identifying and addressing areas of growth and and academic gaps.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus has been impacted by COVID over the last three years.   **Root Cause:** Adjusting to COVID.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Along with RISD, at Spring Valley Elementary we focus on recruiting, hiring, and retaining highly qualified and student focused staff. We continually work with our staff collaboratively to provide support in creating lesson plans, working on behavioral interventions, RTI, and curricular needs based on the data. We assist new teachers with mentor teachers. Teachers are also supported with district and building wide staff developments.

Staff Quality, Recruitment, and Retention Strengths

SVE utilizes a hiring committee to build staff input in finding the best teachers. SVE supports new teachers through the RPM program and assigns campus and district mentors to all new to building teachers. This year PLC meetings are part of the weekly routine to collaboratively support teacher and student needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 45% of staff require bilingual certification **Root Cause:** Shortage of bilingual applicants at district level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SVE has implemented the RISD comprehensive plan to direct instruction, monitoring, and evaluation of curriculum. Various data sources are regualarly analyzed to assess and monitor student growth as well as the utilization of campus specialists to support the implementation and effectiveness of instructuion. Data indicates the need for continued refinement in lesson planning and the associated professional development, in order to identify best practices for advancing the progress of English Language Learners, bilingual students, dyslexic students and students with disabilities. The campus master schedule will include a dedicated block of time for individuailzed intervention in core subject areas.

TRS, lead4ward and PLCs are implemented to meet student needs.

Curriculum, Instruction, and Assessment Strengths

SVE has implemented the RISD comprehensive plan to direct instruction, monitoring, and evalustion of curriculum. Various data sources are regularly analyzed to assess and monitor student growth as well as the utilization of campus specialists to support the implementation and effectiveness of instructuion. Regular PLC meetings are held to ensure teacher input, analysis of data and plan for addressing student needs. Teachers routinely meet with specialist in order to deepen instructional practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers adapting to new resources to meet student needs   **Root Cause:** Curriculum redesign

Parent and Community Engagement

Parent and Community Engagement Summary

SVE will continue to focus on increasing connections between home and school by providing opportunities for parent engagement and community involvement. SVE will partner with our PTA to support and increase our membership, outreach, and involvement on our campus. SVE will provide multiple and variable opportunities for increased parent participation and will continue to promote the home-school educational opportunities, active parent education participation, and two-way communication.

This year the school is working with community partnerships to educate and recruit neighborhood families with preschool aged children to increase enrollment and involvement of all familes in our attendance zone.

SVE will continue to partner with community groups to meet student needs. This year our community partners inlcude State Farm and the Church of the Transfiguration.

Parent and Community Engagement Strengths

SVE has a stong parent participation that helps children succeed by empowering parents, connecting families, improving the school climate and strengthening community engagement. SVE parents are invested in their childrens' education and work with staff to ensure growth. Educational activities for parents are held throughout the year to support parents in strengthening student education.

PTA remains an active and driving force in connecting the community.

State Farm adopted SVE for the 2020-2021 school year.

School Context and Organization

School Context and Organization Summary

Spring Valley's campus goal is to focus on GROWTH for ALL students and staff. The campus is focused on growth goals to include 100% of SVE students meeting standard within the timeline established by the state. SVE will maximize instructional time to provide opportunities for student intervention. Campus data meetings and PLCs, will be scheduled to focus on student interventions to ensure all students are growing.

School Context and Organization Strengths

Spring Valley staff recognizes that all students can learn. Teachers provide students with interventions through small group instruction throughout the school year. PLCs meet regularly to ensure student learning.

Technology

Technology Summary

Technology integration is an important component of student learning at SVE. Students have access to a computer lab as well as 1:1 iPad presence within the classroom. Teachers use the devices to facilitate technology integration within student learning and provide real-time feedback.

Campus is rated as emerging to Proficient in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.

Technology Strengths

Teachers use avalible devices to integrate technology into the classroom through implementation of various apps and websites. District and campus specialists and technology team provide ongoing staff development to train teachers on strategies for technolgy integration. Our campus technology team supports teachers through campus appy hour to integrate technology to improve student engagement and learning.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 1: Implement activities at SVE in order to support students' academic, social and emotional growth as well as healthy life style choices for students and staff.

Evaluation Data Sources: PBIS data, discipline referrals, MTSS intervention logs, bullying reports, internet safety lessons, immunization records, attendance records, AED drills, Safety Week emergency drills, Clubs and Co-Curricular Activities, Parent, student and staff survey data

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent PBIS strategies to support all students. Continue utilizing Campus Guidelines to Success, common area expectations, house celebrations, and strategies focusing on behavior inside the classrooms using CHAMPs consistent language. Continue regular PBIS meetings and utilize campus data as well as staff feedback to ensure campus needs are met.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student engagement Decreased office referrals **Staff Responsible for Monitoring:** PBIS team Administration **Title I:** 2.6	50%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Teach safety lessons to all students including bullying prevention, non discrimination, internet safety/digital citizenship	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student survey results, fewer office referrals **Staff Responsible for Monitoring:** PBIS team, campus administration **Title I:** 2.5, 2.6	65%	75%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Use campus (electronic newsletter, social media, PTA meetings) and district resources for communicating safety procedures to parents including live healthy/live wise components, standard response protocol, I Know What To Do Days, bullying reporting and investigation procedures and emergency drills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved parent results on parent survey Increase in parent participation in school and district events **Staff Responsible for Monitoring:** Principal will send bimonthly information to parents **Title I:** 2.5	75%	80%	95%	100%

Strategy 4 Details	Reviews			
Strategy 4: Monitor the health of students through immunization compliance, and regularly review of attendance reports to monitor communicable diseases as well as family issues that may be impacting child's education and attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Office SDS will monitor student attendance Administration will utilize the A2A and SAMS attendance system School Nurse **Title I:** 2.4, 2.5, 2.6	50%	50%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Use Campus Emergency Response Team (ERT) to conduct monthly safety drills and biannual AED drills in an effort to be prepared if a cardiac event should occur on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved staff survey results **Staff Responsible for Monitoring:** Administration Counselor Nurse	45%	45%	70%	→

Strategy 6 Details	Reviews			
Strategy 6: Promote a healthy environment and increase awareness of equity, diversity and inclusion for all, as well as raise cultural understanding and awareness with all stakeholders through parent education meetings, student assemblies, Cultural Connections and SEL lessons,.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student, staff and parent surveys Decreased office referals **Staff Responsible for Monitoring:** Administration Instructional Leadership Team Counselor All Teaching Staff **Title I:** 2.4, 2.5, 2.6	50%	55%	75%	→

Strategy 7 Details	Reviews			
Strategy 7: Counselor will work with 6th teachers and Junior High to provide opportunities for students and families to transition to junior high environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation in AP classes Improved attendance for parent Jr. High meetings **Staff Responsible for Monitoring:** Jr. High Parent Meeting attendance Enrollment in Pre-AP classes **Title I:** 2.4, 2.6 - **Additional Targeted Support Strategy**	35%	50%	75%	→

Strategy 8 Details	Reviews			
Strategy 8: Provide After School Tutoring and Saturday School for students 3-6 in the spring.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have increased opportunities to fill in their individual learning gaps and they will improve their learning capacity. **Staff Responsible for Monitoring:** Principals ILT Teachers **Title I:** 2.4, 2.6 **Funding Sources:** Extra Duty Time - 211 - Title I, Part A - $3,300	50%	60%	85%	100%

Strategy 9 Details	Reviews			
Strategy 9: Educate parents on suicide prevention resources .	Formative			Summative
Strategy's Expected Result/Impact: Students in need of support will be identified.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor Administrators Teachers **Title I:** 2.6	35%	50%	70%	→

Strategy 10 Details	Reviews			
Strategy 10: Conduct staff trainings on safety protocols including Suicide/Substance Abuse Prevention and Intervention.	Formative			Summative
Strategy's Expected Result/Impact: Staff will be able to help identify people in need of support.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Counselor **Title I:** 2.6	35%	50%	80%	100%

Strategy 11 Details	Reviews			
Strategy 11: Implement health, wellness and coordinated health plan as recommended by the SHAC Committee	Formative			Summative
Strategy's Expected Result/Impact: Wellness Plan Results Student Climate Survey Results Staff Climate Survey Results	Nov	Jan	Mar	June
Staff Responsible for Monitoring: PE Coaches Nurse Administrators	35%	50%	75%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 2: Integrate available technology in meaningful ways to create authentic learning experiences that enhance, engage, and extend.

    Evaluation Data Sources: BrightBytes Survey

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide Instructional Technology PD in a variety of formats designed to increase staff capacity to utilize digital means to improve student learning outcomes and experiences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved BrightBytes and Campus Climate Survey Results More effective instruction **Staff Responsible for Monitoring:** Administration Instructional Leadership Team PLC **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	60%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Increase the rigor of the implementation of the SAMR model and EEE framework in the integration of technology while increasing teacher and student capacity as digital citizens especially in the areas of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Personalized professional learning programming and sessions. Students will report higher levels of satisfaction and competence on the Student Survey. **Staff Responsible for Monitoring:** Administration ILT Teachers **Title I:** 2.5	40%	50%	70%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 3: Provide a clear and consistent implementation of the campus discipline management plan.

  Evaluation Data Sources: Staff Climate Survey
  Discipline Data

  Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide behavior management support for staff through PD, PLC support and a visible administrative team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved staff sense of efficacy	**Nov**	**Jan**	**Mar**	**June**
Reduced number of disciplinary infractions Improved student outcomes Higher reported satisfaction from all stakeholders on surveys **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 2.5, 2.6	50%	60%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide Parent Training on a variety of topics such as:	**Formative**			**Summative**
1. Cybersafety - Living in a Digital World 2. Bullying Prevention	**Nov**	**Jan**	**Mar**	**June**
3. Substance Prevention 4. Gang Prevention 5. PBIS 6. Healthy and Wise 7. Title 1 **Strategy's Expected Result/Impact:** Improved parent participation Increase in positive rating of SVE on parent survey. Decrease in office referrals Reduced number of bullying incidents **Staff Responsible for Monitoring:** Administration Counselor PBIS **Title I:** 4.2	40%	50%	65%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 4: Ensure all students graduate college and career ready as indicated by the five categories in the Graduate Profile; Financial Literacy, Critical Thinking/Problem Solving, Effective Communication, Real World Connections, and Emotional Intelligence.

Evaluation Data Sources: Show growth in MAP, IXL, Performance Assessments, and Survey Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize the iTeam, LITE, and Technology specialist to assist with purposeful planning and relevant professional learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR State Assessment results Discussions on student QSA performance **Staff Responsible for Monitoring:** Administration ILT **Title I:** 2.4, 2.5, 2.6	30%	50%	70%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: We will guarantee that all students perform at or above grade level.

Performance Objective 1: Improve student performance and increase scores in all subjects.   Increase the percentage of students moving from "approaches" to "meets" in all tested areas.

Evaluation Data Sources: Student performance meets or exceeds district growth goal. Use state STAAR testing, MAP reports, IXL diagnostic data, district QSA and SIMS.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize early release days and DWD and SBD to: support and train teachers on how to analyze data to inform instructional decisions in the classroom; provide professional learning on campus to support areas of opportunities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PD feedback walk-throughs data analysis meetings performance growth goals Training and use of TRS, Lead4ward, PLC **Staff Responsible for Monitoring:** Administrators Curriculum specialists classroom teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Math Interventionist - 199 - General Fund, Instructional Coach - Salary - 211 - Title I, Part A, Campus Reading Specialist - Salary - 211 - Title I, Part A, K-2 Literacy Interventionist - 199 - General Fund	30%	50%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Review Performance Assessments, Unit Quizzes, state assessment results, IXL data, and MAP data to identify instructional strengths and weaknesses to move students toward mastery of grade level standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 9 week review of student performance data Review of item analysis of each assessment Monitor student group performance Monitor student group performance by teacher **Staff Responsible for Monitoring:** Campus Administrators Staff Specialists, teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Instructional Specialist - 211 - Title I, Part A, Campus Reading Specialist - 211 - Title I, Part A	45%	65%	70%	→

Strategy 3 Details	Reviews			
Strategy 3: Evaluate and monitor all student groups for growth with an emphasis on moving all student groups from "approaches" to "meets".	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase number of students moving from approaches to meets and meets to masters therefore increased student achievement Improvement on Performance Growth Goals **Staff Responsible for Monitoring:** Campus Administrators Instructional Leadership Team teachers **Title I:** 2.4, 2.6	35%	55%	70%	→

Strategy 4 Details	Reviews			
Strategy 4: Focus on Balanced Literacy, RLA TEKS and the Workshop Model for reading and writing in order to facilitate students reading on grade level.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students in grades K-2 will be prepared to read on-level by third grade. **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Specialists - 211 - Title I, Part A	30%	60%	70%	→

Strategy 5 Details	Reviews			
Strategy 5: K-3 Gen Ed, and bilingual teachers, bilingual pullout, specialist and new SpEd Teachers will participate in the 2022-2023 Texas Reading Academy (TRA).	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of K-3 students who will be prepared to read on-level by 3rd grade. Increase the number of students at the meets and master levels. Increase the number of students in the expected median range on the RIT band. **Staff Responsible for Monitoring:** Campus Administrators ILT teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	60%	70%	75%	100%

Strategy 6 Details	Reviews			
Strategy 6: Utilize Campus K-2 Literacy Interventionist to support K-2 students in reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in K-2 will be prepared to meet the board goal of reading on grade level by 3rd grade. **Staff Responsible for Monitoring:** Administration Campus Literacy Interventionist Campus Instructional Coach Campus Reading Specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	70%	80%	85%	100%

Strategy 7 Details	Reviews			
Strategy 7: Utilize Campus Math Interventionist to support students in math skills	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students at the meets and master levels. Increase the number of students in the expected median range on the RIT band. in Map. **Staff Responsible for Monitoring:** Administration Math Interventionist Instructional Coach **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	65%	70%	75%	100%

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Facilitate, utilize and monitor K-2 Literacy Professional Development strategies and trainings. Provide job embedded reinforcement of new learning. through PLCs and walk through feedback using district walk through forms.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in teacher content knowledge and effective practices Increase in number of students reading at or above grade level. **Staff Responsible for Monitoring:** Administration Campus Reading Specialist Literacy Interventionist Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Campus Reading Specialist - 211 - Title I, Part A, Instructional Coach - 211 - Title I, Part A, Literacy Interventionist - 255 - Title II	65%	70%	75%	→

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Develop and implement Accelerated Instruction Plans for grades 4-6 utilizing designated instructional times during the school day or outside the school day. Utilize after school paid tutors as well as Saturday School paid tutors to provide additional learning opportunities. Utilize approved materials Think Up; Math, Reading and Science, IXL, and Do the Math resources	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance Students' individual learning gaps will be closed Increase in percentage of students meeting state standards **Staff Responsible for Monitoring:** Administration Campus Reading Specialist Instructional Coach Math Interventionist Teaching Staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Campus Reading Specialist - 211 - Title I, Part A, Instructional Coach - 211 - Title I, Part A, Math Interventionist - 199 - General Fund, After School Tutors- Wednesday and Thursday one hour each day - 211 - Title I, Part A - $7,248, Saturday School Tutors - 199 - General Fund - $7	65%	55%	75%	100%

Strategy 10 Details	Reviews			
Strategy 10: Monitor the academic achievement and SEL development of PK students. Ensure that PK teachers are supportd in their implementation of their PD in their daily instruction by utilizing the PK coaching tools.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased early literacy and early math development Increased teacher efficacy **Staff Responsible for Monitoring:** Administration PK Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	55%	65%	75%	100%

Strategy 11 Details	Reviews			
Strategy 11: Student, Campus, & Family MAP goal setting through PLC and parent conferences	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Personalized learning plans Family participation Individualized enrichment/Intervention **Staff Responsible for Monitoring:** Administrator ILT Grade level PLC	60%	65%	85%	100%

Strategy 12 Details	Reviews			
Strategy 12: Monitor student performance on MAP, IXL, Performance Assessments and Unit Quizzes in 3rd -6th grade to monitor student growth in reading and math.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: -The Tier Movement Report on MAP shows students staying neutral at Tier 1 or moving from Tier 3 or Tier 2 up one or more tiers to Tier 1. -Students meeting a smart measure on IXL reading and math at 70 or higher. -Student scores on QSAs provide evidence of student mastery of TEKS. -Improve 3rd -6th grade reading performance -Improve 3rd-6th grade math performance **Staff Responsible for Monitoring:** Administrators ILT Classroom Teachers **Title I:** 2.4	55%	60%	75%	→

Strategy 13 Details	Reviews			
	Formative			Summative
Strategy 13: Create and implement plan for Building Readiness for STAAR 2.0 with an emphasis on student growth.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased percentage of students meeting their growth measure on STAAR. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.4	60%	65%	90%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will guarantee that all students perform at or above grade level.

Performance Objective 2: Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward and PLC)

    Evaluation Data Sources: SVE will meet standard and will meet or exceed identified goals for 2022-2023.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide PD, support and monitor the implementation of TEKS Resource System (TRS) and Lead4ward ; utilize PLCs to ensure alignment	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased knowledge and familiarity with resources Effective lesson plans Effective instruction Walk Through Analysis Increase in student performance Increase in teacher satisfaction **Staff Responsible for Monitoring:** Admin Campus Reading Specialist Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Campus Reading Specialist - 211 - Title I, Part A, Instructional Coach - 211 - Title I, Part A	60%	65%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Use Unit Quizzes and Performance Assessments to monitor and evaluate student progress of the taught/tested curriculum.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in the number of students in the on and above level achievement bands on MAP testing Increase in the number of students moving from "approaches" to "meets" and from "meets" to "masters" on STAAR testing **Staff Responsible for Monitoring:** Teachers Campus Reading Specialist Instructional Coach Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Campus Reading Specialist - 211 - Title I, Part A, Instructional Coach - 211 - Title I, Part A	60%	70%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Utilized unit preview videos for TRS math and reading units in TRS for K-6 in order to ensure effective Tier 1 planning and instruction.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student performance percentage Increase in teacher efficacy and capacity **Staff Responsible for Monitoring:** Administrators Instructional Coach Campus Reading Specialist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Coach - 211 - Title I, Part A, Campus Reading Specialist - 211 - Title I, Part A	60%	70%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Utilize diagnostic intervention tools (XL, Do the Math, DRA, etc.) in order to effectively target student learning gaps by providing effective and purposeful differentiated instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in the percentage of students attaining their growth goals Unit Quizzes, IXL and MAP data **Staff Responsible for Monitoring:** Administrators Instructional staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	65%	75%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: We will guarantee that all students perform at or above grade level.

Performance Objective 3: Implement a systematic approach to new and existing programming for special student services to ensure quality instruction and service supports for all student groups.

    Evaluation Data Sources: Student performance meets or exceeds district performance growth goal.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure that administrators, counselor and teachers have completed the 30 hours foundational training or the annual six hours of GT professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Record of hours completed
Improved student engagement
Increase in differentiated instruction
    Staff Responsible for Monitoring: Administration
Counselor
 	
    Title I:
2.5
    Funding Sources: Instructional Specialist and Instructional Coaches - 211 - Title I, Part A
	40%	60%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Utilize the Career Interest Inventory and the Myers Briggs Inventory for 6th grade students to assist them with preparing and transitioning to JH.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Completion of Naviance
    Staff Responsible for Monitoring: Counselor
Administrators
 	
    Title I:
2.6
	35%	60%	60%	→

Strategy 3 Details	Reviews			
Strategy 3: Utilize ESSER co-teachers and interventionist to support academic growth for all students, specifically students with increased learning gaps due to the impact of the pandemic.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement Increase in number of students at the "meets" level Increase of time spent in a small group instructional setting **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6	70%	80%	95%	100%

Strategy 4 Details	Reviews			
Strategy 4:	**Formative**			**Summative**
Provide campus staff with PD on disability awareness, classroom design, behavior management, and evidence-based best practices.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased identification of students with learning differences Increase staff capacity to work with ALL students **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.6	55%	60%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: Math Interventionist will utilize Zearn and Do the Math to help Tier 3 math students improve math skills and close learning gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Tier 3 math students in grades 4-6 will improve their level by at least one tier level. Improved STAAR Math passing rate. Increased percentage of students reaching the meets level on SAAR Math **Staff Responsible for Monitoring:** Math Interventionist Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	70%	70%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: We will guarantee that all students perform at or above grade level.

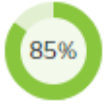**Performance Objective 4:** Ensure a 100% of Emerging Bilingual's (EB's) progress towards an advance level in TELPAS in reading, writing, listening, and speaking. Ensure all EB's meet all passing standards on district and state assessments

   Evaluation Data Sources: Student performance meets or exceeds performance growth goal.

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs ensure teachers are planning for and using strategies to support EBs	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased knowledge of teachers. TELPAS progress; content mastery shown via PAs and CBAs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Staff ILT Admin	70%	75%	95%	→

Strategy 2 Details	Reviews			
Strategy 2: Ensure PD is provided to increase the instructional capacity of teachers working with EB students in order to more effectively foster and accelerate language development and acquisition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TELPAS progress monitoring Lesson Plans Walk through analysis PD plan PLC discussions **Staff Responsible for Monitoring:** Administration ESL team **Title I:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**
	45%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Ensure that all ESL and content teachers progress monitor EB students utilizing ELLevation and adjust instruction in order to meet student needs.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase percentage of EB students improving their passing rate Increase percentage of EB students meeting or exceeding their growth measure. **Staff Responsible for Monitoring:** Administrators ESL Teachers **Title I:** 2.4, 2.6 **Funding Sources:** ESL Teachers - 199 - General Fund, - 199 - State Compensatory Education	60%	55%	95%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: We will guarantee that all students perform at or above grade level.

Performance Objective 5: Ensure all students including our special education, bilingual/ ESL and Section 504 students have opportunities to be challenged by rigorous course offerings. This will support the district 5 Student Competencies of the Graduate Profile: Financial Literacy; Critical Thinking and Problem Solving; Effective Communication; Real World Connections; and Emotional Intelligence.

Evaluation Data Sources: STAAR
MAP, IXL and QSA data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use PLCs, RTI/MTSS/Branching Minds and other systems, including data tracking , to promote continuous improvement in Special Education, Dyslexia, ELL (Emerging Bilingual) programs, and students with 504 plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PLCs will meet at least every four weeks to review student performance data. Data will include district designed assessment results, MAP, IXL, Branching Minds, ELLevation, and tracking sheets. **Staff Responsible for Monitoring:** Administrators Bilingual teachers Dyslexia teachers, Special Education teachers Instructional coaches PLCs **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math **Funding Sources:** Supplies for PLC teacher make and take - 199 - State Compensatory Education - $1,762, - 199 - General Fund, Salaried position - 211 - Title I, Part A	45%	50%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Increase student involvement in clubs, extra curricular activities, etc.	Formative			Summative
Examples - Honor Choir, Garden Club, and Robotics	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Participation increase overall from previous year, report by student groups, student survey. **Staff Responsible for Monitoring:** club/organization sponsors and classroom teachers **Title I:** 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	40%	55%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Monitor learning and discipline data of all students including our special education, bilingual and ESL students	Formative			Summative
Strategy's Expected Result/Impact: Closing gaps STAAR performance on Domain III will increase in academic achievement, academic growth status and student achievement Domain Score	Nov	Jan	Mar	June
MAP, IXL, Performance Assessments and QSA data Focus discipline data **Staff Responsible for Monitoring:** Administrators Bilingual teachers Special Ed Teachers Dyslexia teachers, Instructional coaches PLCs **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Salaries - 199 - General Fund, Salaries of ICs - 211 - Title I, Part A	30%	40%	85%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Continue to provide targeted PD for staff in best practices in working with students with learning differences.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will be better able to provide instruction that allows all students to meet rigorous grade level instruction. **Staff Responsible for Monitoring:** Administration Instructional Leadership Team PLCs **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Salaries - 199 - General Fund, Salaries - 199 - General Fund	45%	50%	85%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: We will guarantee that all students perform at or above grade level.

Performance Objective 6: Improve student attendance by increasing parent and student awareness of the importance of on-time daily attendance.

    Evaluation Data Sources: Increase in daily attendance rate to pre-pandemic levels.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize A2A to tract and systematically improve student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student attendance Increase parent contact concerning attendance **Staff Responsible for Monitoring:** Administrators SDS **Title I:** 2.5	**Nov** 35%	**Jan** 45%	**Mar** 85%	**June** →

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a variety of incentive plans to increase daily on-time student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in attendance rates **Staff Responsible for Monitoring:** Administrators Communities in Schools Liaison **Title I:** 2.4, 2.6	**Nov** 20%	**Jan** 25%	**Mar** 50%	**June** →

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 1: Utilize hiring practices that ensure that staff reflects the SVE student population.

Evaluation Data Sources: Increase in staff satisfaction on staff surveys
Booth at job fairs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Interview committee comprised of various staff members will hire new teachers. Interview committee will be diverse to reflect the needs of campus and students (teacher experience level, general education, special education, bilingual, monolingual, ethnicity). **Strategy's Expected Result/Impact:** Teacher turnover rate, evaluation scores, staff survey **Staff Responsible for Monitoring:** Administrators Committee members	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	45%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize and supplement the district mentoring program to support new staff members. **Strategy's Expected Result/Impact:** Teacher surveys retention data **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	15%	40%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Improve teacher retention through building common mission, vision, values and goals and gather and acting on frequent staff input. **Strategy's Expected Result/Impact:** Retention data (teacher turnover rate shall not exceed the district average) teacher survey **Staff Responsible for Monitoring:** SVE administrators **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	55%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Use teacher competencies to recruit and retain quality personnel.	Formative			Summative
Strategy's Expected Result/Impact: Retention data (teacher turnover rate shall not exceed the district average) **Staff Responsible for Monitoring:** Administration	Nov	Jan	Mar	June
	20%	30%	70%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 2: Seek employee input and feedback.

    Evaluation Data Sources: Increase in positive response rate of staff on district and campus staff survey responses; PBIS/School Climate Team collected data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to seek employee input via Staff Climate Survey at beginning and end of year and maintain greater than or equal to 90% participation rate and increase of overall satisfaction scores.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Staff Climate survey results
    Staff Responsible for Monitoring: administrators, ILT
 	
    Title I:
    2.5
	Nov	Jan	Mar	June

	5%	35%	55%	→

Strategy 2 Details	Reviews			
Strategy 2: Utilize survey monkey and google forms to collect input from all teachers during the school year in regards to specific campus needs (PLC, funding support, teacher interests, passions, needs)	**Formative**			**Summative**

Strategy's Expected Result/Impact: Survey results
    Staff Responsible for Monitoring: Administrators, ILT
 	
    Title I:
    2.4, 2.5, 2.6
	Nov	Jan	Mar	June

	15%	30%	50%	→

Strategy 3 Details	Reviews			
Strategy 3: Seek staff input through meetings, surveys, and informal conversations to address campus needs and goals for professional development and student success.	**Formative**			**Summative**

Strategy's Expected Result/Impact: improved student performance, improved results on district and campus staff surveys
    Staff Responsible for Monitoring: Administrators
ILT, PLC team leads, PLC team
 	
    Title I:
    2.4, 2.5, 2.6
    - Additional Targeted Support Strategy
	Nov	Jan	Mar	June

	15%	35%	80%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 3: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system.

    Evaluation Data Sources: Increase in positive response rate from internal and external stakeholders in focus group and/or survey responses
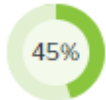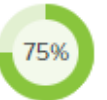
    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media posts to engage families via Facebook, Instagram, and Twitter. Send weekly Gator Gazette newsletter via Smore and Blackboard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Engagement numbers on social media increase Improvement in parent participation and survey ratings
    Staff Responsible for Monitoring: Computer technology and material center staff Principal Assistant principal
 	
    Title I: 2.4, 2.6, 4.1, 4.2
	15%	45%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Continue to send home translated parent communication in Wednesday folders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent involvement increase
    Staff Responsible for Monitoring: Administrators Campus translators
 	
    Title I: 2.6, 4.1, 4.2
	35%	60%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 4: Provide necessary professional development to ensure board goals are reached.

    Evaluation Data Sources: Increase in positive response rate by staff on professional development session evaluation responses

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide professional development in all curricular areas supporting TRS/Lead4ward in order to enhance instructional strategies and support ELL students, students with dyslexia, and students with disabilities.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: sign-in sheets, student data discussed at monthly data meetings, TELPAS
    Staff Responsible for Monitoring: Administrators
Curriculum specialists
ESL/Bilingual teachers
 	
    Title I:
2.4, 2.6
    Funding Sources: - 199 - General Fund, - 211 - Title I, Part A
	45%	65%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Assign RPM mentors for 0-2 year teachers to ensure high performing, student centered teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff climate survey, mentor program documents	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators, mentor coordinator
 	
    Title I:
2.4, 2.5, 2.6
    - **Additional Targeted Support Strategy**
	25%	40%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Focus PLC's on student, class, grade level and school goals/data to make decisions for best practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PLCs agenda Improvement on school goals.	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators, classroom teachers, curriculum specialists.
 	
    Title I:
2.4, 2.5, 2.6
    - **Additional Targeted Support Strategy**
	20%	45%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Utilize district walk through form to give intentional, specific feedback for teacher growth.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student performance and learning on district and state tests Increased teacher job satisfaction as reported on staff climate surveys **Staff Responsible for Monitoring:** Campus administrators. **Title I:** 2.4	40%	70%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 1: Increase links between home and school through regular communication and systemic opportunities for parent engagement.

Evaluation Data Sources: Increase in positive response rate by parents of 85% or higher on next parent survey or in parent focus groups.
Weekly Parent Newsletter - The Gator Gazette

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Will continue to have parent engagement opportunities through school and PTA:	**Formative**			**Summative**
a) K-3 parent ed in the classroom b)Family STEM Night	**Nov**	**Jan**	**Mar**	**June**

c)6th grade parent information night
d) Health and fitness night
e) Every grade level performance at General PTA meeting
f) PK Stem Night
g)Family fun night
h)Movie night
i)Fall carnival
j)SVE 101 and Title 1 component night
k) School wide parent conferences held after first report card
l) Provide parent training on Preventing the Summer Slide. Provide school-wide Preventing the Summer Slide Take Home Packets.
m) Town Hall Meetings
 	
    Strategy's Expected Result/Impact: Increase in attendance at campus events, improved participation and ratings on parent surveys
    Staff Responsible for Monitoring: staff
administrators
PTA
Title 1 Parent Coordinator
 	
    Title I:
4.2
 - **Additional Targeted Support Strategy**
    Funding Sources: Parent Ed Materials - 211 - Title I, Part A - $2,366
	30%	50%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Continue partnerships with community to improve education for all students (PTA, State Farm, Episcopal Church of Transfiguration, Mission Church, Walmart, King of Glory Lutheran Church)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Have an increase in volunteers and support for our different events. **Staff Responsible for Monitoring:** Administrators, PTA, Title 1 Parent Coordinator, PTA board	20%	55%	85%	100%
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 2: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system.

> **Evaluation Data Sources:** Increase in positive response rate from internal and external stakeholders in focus group and/or survey responses

> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Utilize a variety of ways to communicate with stakeholders:
School webpage
Facebook
Blackboard connect
Twitter
Instagram
PTA flyers
School Flyers
Teachers weekly/monthly letter to home
Principal's flyers and letters
Parent Ed Newsletters
 	
    Strategy's Expected Result/Impact: Engagement numbers on social media increase
    Improvement in parent participation and survey ratings
    Staff Responsible for Monitoring: Computer technology and material center staff
    Principal
 	
    Title I:
    2.4, 2.6, 4.1, 4.2
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	60%	90%	95%	100%

Strategy 2 Details	Reviews			

Strategy 2: Continue to send home translated parent communication in Wednesday folders.
    Strategy's Expected Result/Impact: Parent involvement increase
    Staff Responsible for Monitoring: Administrators
    Campus translators
 	
    Title I:
    2.6, 4.1, 4.2
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	65%	80%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 3: Campus will partner with PTA and local businesses in providing parent and community engagement opportunities.

Evaluation Data Sources: PTA rosters, community partner meeting logs, Campus Sign In and Attendance for community events, improved parent engagement at next survey opportunity

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue communication systems that reach all families including (SVE communication on SVE Facebook, SVE Webpage, Connect Ed calls in both languages, parent newsletter communication in both languages, PTA board and general meetings in both languages, Parent education classes in K-2 classrooms, Wednesday volunteer group)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Engagement numbers on social media increase, improvement in parent survey participation and rating, increased parent involvement at campus events). **Staff Responsible for Monitoring:** Administrator, Title 1 Parent Coordinator, Computer technology and material center staff **Title I:** 2.4, 2.6, 4.1, 4.2	55%	75%	95%	100%

Strategy 2 Details	Reviews			
Strategy 2: Use district Voly system to encourage community and parent volunteers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased involvement at campus identified events from community and business partners **Staff Responsible for Monitoring:** Administrator, Title 1 Parent Engagement specialist, Campus Executive Assistant **Title I:** 4.2	65%	85%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Encourage staff and community members to join and actively support school in PTA opportunies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% staff membership, improved staff attendance of PTA events, overall increase in PTA membership **Staff Responsible for Monitoring:** Administrator, Title 1 PTA parent coordinator, PTA board	50%	60%	70%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 4: Keep parents informed of campus and district policy in regards to safety and bullying plan and procedures.

    Evaluation Data Sources: Parent survey, number of bullying referrals

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Principal will promptly call involved parents when a formal complaint is registered. Parent newsletters will include information about bullying processes in first and second semester including how to report, bullying flowchart and how outcomes of investigation is reported.
 	
    Strategy's Expected Result/Impact: Campus improvement plan, parent climate survey results
    Staff Responsible for Monitoring: Administrators and staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	55%	65%	75%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 5: Utilize campus surveys to identify and develop campus goals particularly in the area of teacher morale and student discipline.

    Evaluation Data Sources: Increase of positive response rate from staff in identified areas.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use the results of the most recent Parent climate survey to determine areas to address at SVE (school leadership, communication about safety and behavior). Increase survey participation rate for parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Campus improvement plan, parent climate survey results
    Staff Responsible for Monitoring: Administrators and staff
 	
    Title I:
    2.4, 2.6, 4.1, 4.2
	65%	75%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Use the results of the most recent Staff climate survey to determine areas to address at SVE (teacher morale and discipline). Increase survey participation rate for staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Identify areas of need.
    Improve campus survey results for teacher morale and discipline.
    Staff Responsible for Monitoring: Administrators and staff
	60%	70%	70%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 6: Provide at least one campus-based volunteer opportunity in Voly each month.

Evaluation Data Sources: Voly

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Survey staff to maximize parent volunteer opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Parent and Staff Satisfaction as reported on surveys Increased use of Voly	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Executive Assistant	40%	50%	60%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: We will ensure that all families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 7: Cultivate a welcoming campus culture via front office hospitality, parent volunteer opportunities, and on campus events such as lunch or recognition assemblies.

Evaluation Data Sources: Parent surveys
Volunteer sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Create a student ambassador program utilizing 5th and 6th grade students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will take pride in their school Improved sense of hospitality			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator Counselor			45%	65%	75%	→
Strategy 2 Details			**Reviews**			
Strategy 2: Have hospitality mini trainings for all staff.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved positive public image of SVE Higher levels of customer service Higher percentage of parent satisfaction on the parent survey **Staff Responsible for Monitoring:** Administrators			**Nov**	**Jan**	**Mar**	**June**
			45%	50%	55%	✗

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: Research and apply for grants that will supplement SVE activities.

Evaluation Data Sources: Favorable feedback on surveys
Favorable financial audit results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Actively pursue grants to help support the SVE Garden, to obtain flexible furniture for classrooms and to provide PD for staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Additional grant funds Increase in staff satisfaction Increase in teacher moraleImproved student enrichment opportunities **Staff Responsible for Monitoring:** Administration ILT Teachers	20%	40%	70%	→
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 2: Train all employees on proper money handling procedures and procedures for ordering and receiving goods.

Evaluation Data Sources: Favorable feedback on surveys
Favorable financial audit results

Summative Evaluation: Significant progress made toward meeting Objective

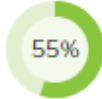| Strategy 1 Details	Reviews			
Strategy 1: Hold yearly fall training on money handling. Provide a spring refresher and spring report on how well we have done as a staff in adhering to district money handling procedures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved adherence to district money handling with fewer errors being reported on financial audit. **Staff Responsible for Monitoring:** Executive Assistant Administrators	15%	30%	65%	→
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.

Performance Objective 1: Provide a safe, comfortable, and well maintained environment on campus for all.

    Evaluation Data Sources: Expect a response rate of 95% or better.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hold "I know what to do day." in October, December, February, and April.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved answers on teacher and parent surveys Increased knowledge of staff and students of how to respond to various emergencies	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator Teachers Safety and Security Team	50%	75%	95%	100%

Strategy 2 Details	Reviews			
Strategy 2: Monthly practice of safety protocols and drills for students and staff. Communicate safety practice to parents through parent newsletter.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student and staff safety.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Staff Nurse	45%	70%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Communicate with parents via Blackboard after each safety drill.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved responses on parent surveys	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator	55%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Review and update CIP quarterly to show completion: November 18; January 27,; March 31; and June 9.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completion of CIP strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration ILT	45%	55%	65%	→

Strategy 5 Details	Reviews			
Strategy 5: Create a system to ensure all visitors are Raptor'd.	Formative			Summative
Strategy's Expected Result/Impact: Campus visitors will be safety screened.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Front Office Staff	50%	65%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: Communicate via Blackboard and Parent Newsletter on-going safety protocols to students, staff, and parents.	Formative			Summative
Strategy's Expected Result/Impact: Safety protocol compliance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration	60%	75%	90%	100%

Strategy 7 Details	Reviews			
Strategy 7: Implement weekly exterior door audit	Formative			Summative
Strategy's Expected Result/Impact: Exterior doors are secured	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration	85%	85%	95%	100%

Strategy 8 Details	Reviews			
Strategy 8: Review, communicate and enforce new dress code and cell phone policy on campus.	Formative			Summative
Strategy's Expected Result/Impact: Students will be focused on learning Improved morale on campus	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators **Title I:** 2.4	45%	50%	60%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Spring Valley Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 9
Brief Description of SCE Services and/or Programs

Personnel for Spring Valley Elementary

Name	Position	FTE
Burleigh, Cynthia E	Teacher	1
De la Rosa, Irma B	Aide I	1
Farias, Victoria L	Teacher	1
Jouvenat, Brittany R	Campus Reading Specialist	1
Martinez, Ana A	Teacher	1
Mendenhall, Cotton D	Counselor	1
Parker, Ixchel P	Teacher	1
Peace, Bonnie H	Teacher	1
Renteria, Luis	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Ghada Bahtasawny	CRS	Schoolwide	1
Mayli Urrutia	Instructional Facilitator	Schoolwide	1
Shana Gaines	Parent Liaison	Schoolwide	1