Galena Park Independent School District

Green Valley Elementary School

2020-2021 Campus Improvement Plan

Board Approval Date: August 10, 2020

Mission Statement

Green Valley is committed to inspiring students to achieve the highest standards and intellectual and personal development through a caring and stimulating learner-centered environment.

Vision

At Green Valley, we create an environment to motivate creativity, ignite enthusiasm, and promote safe learning.

Campus Profile

Where We Have Been:

A. History of Campus

Green Valley Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Green Valley Elementary opened its doors in 1958 and serves predominantly minority, economically disadvantaged families. Green Valley sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area.

Currently, Green Valley serves approximately 763 students in grades PPCD three-year-old program to grade five. Green Valley serves students in both self-contained classrooms and team teaching arrangements. Inclusion is an integral part of our special education programs, providing the least restrictive environment as much as possible. Students identified as English Language Learners are served in a One-Way Dual Language Program.

B. Attendance

Green Valley's enrollment continued to increase over the last few years. Green Valley's current average daily attendance is:

2016 - 2017 ADA: 96.47

2017 - 2018 ADA: 96.14

2018 - 2019 ADA: 96.52

C. Academic Performance History

In 2016-2017, Green Valley received the following accountability: Met Standard; Distinction Designations; ELA/Reading; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2017-2018, Green Valley received the following accountability: Met Standard; Distinction Designations; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2018-2019, Green Valley received the following grade on the State Accountability - C.

D. State Testing Demographics For Campus

Overall STAAR Scores

Year	Reading	Math	Writing	Science
2016-2017	77.4%	81.3%	63.5%	68%
2017-2018	73%	84%	67%	73%
2018-2019	75%	74.3%	60%	70%

Where We Are Now:

A. Demographics:

- English Language Learners- 33%
- Identified disabled through Special Education- 11%
- African American-30.67%
- Hispanic- 63.04 %
- White- 4.19%
- American Indian- 0.13%
- Asian- 0.13%
- Pacific Islander- 0%
- Two or More Races- 1.83%
- Economically Disadvantaged 88%
- Homeless- 4%
- 100% of Green Valley's staff is highly qualified.

B. Current Programs

Our School-wide Title I program consisted of parental involvement activities, after school tutorials, an early intervention teacher, an instructional coach, and a counselor. Our State Compensatory Program utilizes instructional coaches to train teachers in best practices for assisting at-risk students. Our dyslexia teacher is also utilized to work specifically with our dyslexic students. Our Title III Program provides a One Way Dual Language model of instruction for students in grades K-5, provided by our bilingual teachers and bilingual instructional coach. The campus intervention program (Response to Intervention) identifies students who are below grade level and provides intervention such as istation and iready. The Special Education programs on campus consist of a PPCD Program for three-year-old students, a Life Skills class for the lowest functioning students, Speech Therapy targeting articulation and language disorders, and Resource/Inclusion for our learning disabled students accessing grade-level curriculum. The campus also has a PASS Program to serve students with emotional and behavioral issues. Teachers work diligently to incorporate technology into their curriculum and instruction. Two computer labs are provided, along with a mobile lab for student use in the classroom. Students participate in multimedia festivals and computer projects on campus during the school year. In addition, the campus gifted and talented program consists of a Journeys and an Encounters group of students. Journeys students complete curriculum-based projects that

expand the topics for a deeper understanding of the information. Encounters students attend an off-campus program weekly that focuses on critical thinking and research-based learning. All of these programs have proven to be effective as we have shown growth in all areas.

C. Needs Assessment Survey Results

According to our most recent student survey, 95% of our students feel safe in the classrooms. 96% of the students feel that the adults on campus care about them. 97% of students feel that the adults on campus are helpful to them. Only 76% of students stated that they felt safe in common areas of the school, such as the restrooms and playground. Only 60% of students stated that students treat each other respectfully at the playground and in the cafeteria.

According to the parent survey, 98% of parents felt welcomed on campus. 98% of parents agreed that information is sent home in a format that is easy to understand. 87% of parents stated they were given adequate information regarding parent involvement activities on the campus. Nearly 28% of parents stated there are barriers, such as working, other young children, and schedules, that prevent them from form attending parent involvement activities.

According to the staff survey, 85% of the staff stated teachers have access to data and know how to use it when making instructional decisions. 90% of staff feel that the administration has high expectations of teachers. 94% of staff members believe there are good strategies in place to promote staff attendance. Only 60% of staff believe there is a high quality of family and community support for the school. 49% of the staff believes the campus' top focus should be school-wide discipline.

Eighty-five percent of staff felt that professional development, faculty meetings, and grade level meetings are focused on improvement.

Where We Are Going

A. Needs Assessment Survey

Based on the staff Needs Assessment survey, we will conduct staff development during the 2020 -2021 school year in the following areas:

- Team Building Activities
- Guided Reading/Guided Math
- Writing
- School-wide Discipline/CHAMPS
- CPI Training
- Differentiation
- Student Engagement
- Kagan

B. Campus Survey

The campus will also focus on the following areas highlighted in the campus survey:

- A safe and positive working and learning environment
- The core curriculum with an emphasis on intervention services and special programs.
- Attendance of students and staff.
- Parent Education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Green Valley Elementary School sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area. The student mobility rate is 24.5%. Green Valley's enrollment fluctuates throughout the year. In 2019, the enrollment was at 763 students. Due to the high mobility, we still have a high number of at-risk students. Sixty-four percent of our students are at-risk. Many of our new students are identified as at-risk or in need of special programs. Eighty-eight percent of our students are economically disadvantaged. The ethnic breakdown of our student population is as follows:

African American-30.67%
Hispanic- 63.04 %
White- 4.19%
American Indian- 0.13%
Asian- 0.13%
Pacific Islander- 0%
Two or More Races- 1.83%

Attendance/Dropout/ Completion Rate, College Readiness Data

School Year	Attendance Percentage
16-17	96.47%
17-18	96.14%
18-19	96.52%
19-20	96.5%

The Demographic Committee met and reviewed the 2018-2019 absences and current 2019-2020 data. After reviewing the data and discussing past tends our committee determined that we did not meet the state attendance goal of 96.5% due to there being a lack of parental involvement. This is an area of need because it impacts our attendance and the learning of all students. We have found that many parents lack the understanding between the correlation of attendance and academic achievement. However, we determined that by educating our parents and sharing our campus attendance expectations, we can increase their involvement, improve our attendance rates, and in correlation increase student achievement. Likewise, a lack of consequences for students and parents in relation to tardies has been identified. The excessive number of tardies has caused an increase in disciplinary issues and a negative classroom climate.

Demographics Strengths

Strengths discussed by the Demographic Committee include the following:

- Support for new teachers
- Smaller teacher-student ratio
- Improved attendance with incentives
- The monitoring system in place to address student attendance issues

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GVE will continue to strive to meet the district expectations of 96.5% for attendance. **Root Cause:** Many of our parents experience hardships that we can't control. Due to these circumstances, they sometimes don't prioritize attendance. Some of our parents don't understand the educational impact absenteeism has on their child.

Problem Statement 2 (Prioritized): There are numerous students who are tardy everyday. **Root Cause:** The root cause of this problem is lack of student and parent knowledge of campus expectations.

Student Learning

Student Learning Summary

The committee analyzed the end of the years' district and campus assessments, campus survey, TAPR Report, and teacher input. As a result, we found students are not mastering grade-level expectations. Differentiating instruction, setting high expectations, and unpacking the TEKS to produce rigorous and relevant instruction will allow teachers to improve student growth. While reading and writing was a campus, district, and state focus for the 2019-2020 school year, we have determined that a gap between reading and writing still exists. Due to the COVID-19 implementation of virtual learning, a top priority for our students is technology education. There are still many areas where change is needed in order to continue to increase student success.

Student Learning Strengths

The Student Academic Achievement Committee identified the following as some of our campus strengths:

- Tutorials are readily available
- Support is provided by staff
- Plenty of English academic resources
- Prompt of identification of RTI students
- Relevant staff development is provided

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus demonstrates academic gaps in reading and writing for all students. **Root Cause:** Lack of vertical alignment, content-based knowledge, and consistency

Problem Statement 2 (Prioritized): Teachers are inconsistent with differentiating during small group instruction. **Root Cause:** Lack of knowledge of differentiation strategies, misconceptions, inconsistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups

Problem Statement 3: Teacher, parent, and student knowledge and application of technology skills need to be increased in order to effectively increase student academic achievement. **Root Cause:** Lack of professional development, campus classes, and student and parent knowledge of technology.

School Processes & Programs

School Processes & Programs Summary

The school processes and programs for Green Valley Elementary School provide students and parents with opportunities to participate in programs that promote social and academic development. Some of the programs available on our campus are led by our counselor to increase parent engagement, provide crisis intervention, and foster community involvement. These programs include Pennies for Patients, Character Education Medal of Honor, Red Ribbon Week, and College and Career Awareness. Other programs available on our campus also consist of the Boys Club (Dukes), Girls Club (Duchesses), Robotics, and Academic Decathlon. Among these activities, other experiences provide students with opportunities to become involved with in-school and after-school activities provided by ACE, Communities in Schools, and our special rotations staff.

School Processes & Programs Strengths

The School Processes & Programs Committee met and determined the following as current strengths on our campus:

- Access to data
- Professional development opportunities
- Family and community support is at 60%
- Parents informed of student progress
- ACE after-school program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS. **Root Cause:** Teachers are not following through with CHAMPS procedures and guidelines.

Problem Statement 2 (Prioritized): Our Foundations Committee is inconsistent with meeting and planning to minimize campus problems, causing a decrease in positive school culture and employee morale. **Root Cause:** The lack of consistency, accountability, and priority of the campus Foundations Committee

Perceptions

Perceptions Summary

Green Valley Elementary School ensures that our stakeholders, students, and faculty feel welcomed. Here, our parents feel welcomed and teachers provide immediate feedback and response to their phone calls. The Perceptions Committee analyzed the parent survey completed for the 2019-2020 school year. According to the survey not only do parents feel welcomed and well informed through an array of communications forms but also appreciate the flexibility we provide as a campus for parent meetings. Therefore, as a campus, we strive to develop a student and parent culture of open-mindedness and support while ensuring our actions are consistently aligned with our vision, values, mission, and beliefs.

Perceptions Strengths

Through further analysis of the teacher/staff survey, parent survey, and attendance data we have identified the following strengths:

- Parents feel welcomed
- Bullying has been reduced
- A weekly focus for staff is present
- Communication is increased through a monthly principal newsletter
- We have a low number of crisis situations
- There are procedures in place for behavior (CHAMPS), order (STEPS) and communication.
- There are clubs or organizations in place to develop the culture of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus-wide communication with staff and parents needs to be provided in a timely manner. **Root Cause:** Inconsistent and unclear expectations regarding how, when, and why timely communication is of importance for our campus to succeed

Problem Statement 2 (Prioritized): We need to provide more opportunities for family and community involvement. **Root Cause:** The need for improved planning and consistency

Priority Problem Statements

Problem Statement 1: Campus-wide communication with staff and parents needs to be provided in a timely manner.

Root Cause 1: Inconsistent and unclear expectations regarding how, when, and why timely communication is of importance for our campus to succeed

Problem Statement 1 Areas: Perceptions

Problem Statement 2: GVE will continue to strive to meet the district expectations of 96.5% for attendance.

Root Cause 2: Many of our parents experience hardships that we can't control. Due to these circumstances, they sometimes don't prioritize attendance. Some of our parents don't understand the educational impact absenteeism has on their child.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There are numerous students who are tardy everyday.

Root Cause 3: The root cause of this problem is lack of student and parent knowledge of campus expectations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our campus demonstrates academic gaps in reading and writing for all students.

Root Cause 4: Lack of vertical alignment, content-based knowledge, and consistency

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers are inconsistent with differentiating during small group instruction.

Root Cause 5: Lack of knowledge of differentiation strategies, misconceptions, inconsistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups

Problem Statement 5 Areas: Student Learning

Problem Statement 6: After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS.

Root Cause 6: Teachers are not following through with CHAMPS procedures and guidelines.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our Foundations Committee is inconsistent with meeting and planning to minimize campus problems, causing a decrease in positive school culture and employee morale.

Root Cause 7: The lack of consistency, accountability, and priority of the campus Foundations Committee

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need to provide more opportunities for family and community involvement.

Root Cause 8: The need for improved planning and consistency

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
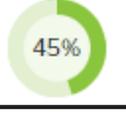- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Green Valley will provide effective communication to promote a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Provide regular communication and recognition for students, parents, and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Parents, students, and staff will be informed of the activities, procedures, and events happening at Green Valley.

	Reviews			
Strategy 1: We will utilize tools to keep parents aware of school functions and events via call outs, keeping website updated and notices. All correspondence will be provided in English and Spanish.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed.	**Oct**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	30%	60%		

	Reviews			
Strategy 2: Parent meetings and PTA meetings throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meetings will be held throughout the year.	**Oct**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators, counselor, CIS and PTA officers. **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 285 - Title IV - $500, - 199 - Local - $1,500	30%	45%		

	Reviews			
Strategy 3: We will utilize tools to keep parents aware of school functions and events via call outs, keeping website updated and notices. All correspondence will be provided in English and Spanish.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed.	**Oct**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	30%	60%		

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

Goal 1: Green Valley will provide effective communication to promote a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Create a healthy environment so staff and students thrive and are productive.

    Targeted or ESF High Priority

    Evaluation Data Sources: Students and staff are being productive during the school day.

Strategy 1: Recognize staff for personal achievements (graduation, babies, accomplishments, etc.), excellent attendance and student performance.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff feels appreciated. **Staff Responsible for Monitoring:** Administrators and staff **TEA Priorities:** Improve low-performing schools **Funding Sources:** Perfect Attendance Lunch - 199 - Local - $3,000, Teacher Appreciation - 199 - Local - $8,000, Student Achievement Staff Medals 90%+ - 199 - Local - $200, Attendance Medals 98% + - 199 - Local - $250, Personal Achievements - 199 - Local - $250	Oct	Dec	Feb	May
	30%	60%		

Strategy 2: Continue to implement the campus discipline plan.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Discipline referrals are minimized **Staff Responsible for Monitoring:** Administrators and staff **TEA Priorities:** Improve low-performing schools	Oct	Dec	Feb	May
	30%	65%		

Strategy 3: A special ceremony will be implemented to recognize students who demonstrate specific values throughout the year.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students demonstrate values. **Staff Responsible for Monitoring:** Administrators and teachers **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	Oct	Dec	Feb	May
	30%	60%		

Strategy 4: Provide team building activities to create a cohesive working group of teachers	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Create cohesiveness among teachers and staff. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	Oct	Dec	Feb	May
	30%	50%		

Strategy 5: Teachers will provide lessons daily to develop social-emotional learning (SEL) and promote safe learning environment.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Create a positive school environment.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Classroom Teachers Sinnette-Conselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	30%	60%		

Strategy 6: Provide support to parents and student who are transitionin from Pre-K to Kindergarten by providing resources and information during a meeting.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parents and students have a smooth transition.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Devost Johnson **Title I Schoolwide Elements:** 2.4	30%	60%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 2: Green Valley Elementary will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 1: Increase success rate of students achieving college and career readiness indicators.

Targeted or ESF High Priority

Evaluation Data Sources: Students will be provided with rigorous instruction to increase college readiness.

Strategy 1: All teachers in grades PK-5 will use Higher Order Thinking Strategies daily in their classrooms to prepare students for college and career readiness.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students are able to use critical thinking skills demonstrated in lesson plans.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Teachers, Administrators **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 285 - Title IV - $250, - 199-30 - SCE - $250	30%	60%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Green Valley Elementary will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 2: Provide comprehensive career, college, and counseling to students.

    Targeted or ESF High Priority

    Evaluation Data Sources: Students will be exposed to collegiate and career opportunities.

<table>
<tr>
<td rowspan="3">Strategy 1: Form and meet with various student small groups to address socialization needs, continue to provide anger management counseling services, and provide support, guidance and counseling sessions for homeless and migrant families.

    Strategy's Expected Result/Impact: Students, Parents, and Staff will learn to cope and handle difficult situations.
    Staff Responsible for Monitoring: Counselor
    TEA Priorities: Improve low-performing schools
    Funding Sources: - 199 - Local - $300</td>
<td colspan="4">Reviews</td>
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<td colspan="3">Formative</td>
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<td rowspan="4">Strategy 2: Implement character education program school wide through the use of counselor and teacher directed character education lessons, as well as implementation of the Medal of Honor Character Program.
    Strategy's Expected Result/Impact: Decreased behavioral incidences.
    Staff Responsible for Monitoring: Classroom teachers, Counselor, Principal, Assistant Principal
    TEA Priorities: Improve low-performing schools
    Funding Sources: - 199 - Local - $500</td>
<td colspan="4">Reviews</td>
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<td rowspan="4">Strategy 3: The counselor will implement anti-bullying activities such as campus anti-bullying pledge in classrooms and on the morning announcements, as well as providing lessons in all classrooms to decrease harassment and bullying.
    Strategy's Expected Result/Impact: Decreased behavioral incidences.
    Staff Responsible for Monitoring: Counselor
    TEA Priorities: Improve low-performing schools
    Funding Sources: - 199 - Local - $150</td>
<td colspan="4">Reviews</td>
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<td rowspan="4">Strategy 4: Continue implementing "Community in Schools" program
Continue to Implement the PASS Program.

Jr. Achievement - career showcase and activities
    Strategy's Expected Result/Impact: Students are given assistance based on their needs. PASS Teacher, Counselor and Administrators. Students are functioning in their classrooms.
    Staff Responsible for Monitoring: Counselor and CIS
    TEA Priorities: Improve low-performing schools
    Funding Sources: - 199 - Local - $300</td>
<td colspan="4">Reviews</td>
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<td colspan="3">Formative</td>
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Goal 3: Green Valley will ensure student growth in the tested areas.

Performance Objective 1: Build instructional capacity in technology knowledge and skills through coaching (instructional support), professional development, and academies designed to provide students with student-centered instruction integrated with technology instruction (blended learning).

Targeted or ESF High Priority

Evaluation Data Sources: Meet or exceed the state average in all tested areas.

Strategy 1: Continue utilizing the CICs to model lessons, provide resources and support.	Reviews			
Strategy's Expected Result/Impact: To build capacity on the campus.	Formative			Summative
Staff Responsible for Monitoring: Administrators and CICs	Oct	Dec	Feb	May
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Bilingual - $2,500, - 285 - Title IV - $2,500, - 199-30 - SCE - $2,500	30%	60%		

Strategy 2: To provide technology training to students and staff, so that students are aware and able to utilize the resources available. Students will be required to attend weekly technology classes as part of their rotation schedule.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff and students will be able to navigate the internet and find available resources. Student will be prepared for the Technology Applications Assessment in May.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Technology Team **TEA Priorities:** Improve low-performing schools	30%	60%		

Strategy 3: Provide opportunities for teachers to attend professional developments to develop Math, Reading, Writing and Technology skills.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improved performance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Teachers and Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $1,000, - 199 - Bilingual - $1,000, - 199 - Local - $1,000, - 285 - Title IV - $1,000	30%	60%		

Strategy 4: Continue Small Group Instruction for all special populations to address the needs of our at risk students.	Reviews			
Strategy's Expected Result/Impact: Improvement in student achievement in all core subjects.	Formative			Summative
Staff Responsible for Monitoring: Teachers	Oct	Dec	Feb	May
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $500, - 199 - Bilingual - $500	30%	60%		

Strategy 5: Continue to develop student IEP's, identify students with dyslexia, Irlen Syndrome, and provide resources and needed. Provide resource and/or inclusion support for special education students who are at risk to address their specific needs.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Special education teachers, classroom teachers Increased student achievement toward IEP goals. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199-30 - SCE - $500, - 285 - Title IV - $500, - 199 - Local - $500	Oct	Dec	Feb	May
	30%	50%		

Strategy 6: Provide after school tutorials for all at risk, ELL, and special education students, based on results of district assessments.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased student achievement on district assessments and STAAR. **Staff Responsible for Monitoring:** Administrators, Instructional coaches, teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $6,000, - 199 - Bilingual - $6,000, - 199 - Local - $2,000, - 285 - Title IV - $6,000	Oct	Dec	Feb	May
	30%	60%		

Strategy 7: Monitor student performance and achievement gap of special populations and programs in order to ensure growth when compared to last year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: There will be an increase in students performance of our special populations. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $1,500, - 285 - Title IV - $1,500, - 199 - Bilingual - $1,500	Oct	Dec	Feb	May
	30%	60%		

Strategy 8: Teachers will utilize the Seesaw platform to create and promote student engagement in grades K-2 in order to enhance our virtual learning.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: There will be an increase in students performance of our special populations. **Staff Responsible for Monitoring:** Administrators and K-2 Teachers **Title I Schoolwide Elements:** 2.4	Oct	Dec	Feb	May
	30%	60%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 3: Green Valley will ensure student growth in the tested areas.

Performance Objective 2: Build instructional capacity in relation to reading skills & strategies through coaching (instructional support), professional development, and academies designed to provide students with student-centered instruction to improve student performance in ELA.

Strategy 1: Provide staff development in lesson planning, classroom management, intervention strategies, and small group instruction. All teachers will use Kagan, Sheltered-Instruction, rigorous practiced based on data desegregation, and incorporate Bloom's Taxonomy into daily activities.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students achieving at grade level expectations. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	**Oct**	**Dec**	**Feb**	**May**
	30%	60%		

Strategy 2: Integrate critical writing throughout all subject areas to target skills needed for all and at risk students. Continue with Literacy Groups in both English and Spanish in K, 1st and 2nd grades.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decreased number of retention's in 1st and 2nd grade. **Staff Responsible for Monitoring:** Teacher/ Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $250, - 199 - Bilingual - $250, - 199 - Local - $250, - 285 - Title IV - 250	**Oct**	**Dec**	**Feb**	**May**
	30%	50%		

Strategy 3: Purchase books in English and Spanish for ELL learners.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Promote student interest in reading. **Staff Responsible for Monitoring:** Librarian **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-30 - SCE - $2,500, - 199 - Bilingual - $2,500, - 285 - Title IV - $2,500, - 199 - Local - $3,000	**Oct**	**Dec**	**Feb**	**May**
	30%	35%		

Strategy 4: Campus-wide reading block from 8-9 am will be implemented. During this time teachers will pull small groups while students are reading. Teachers will continue to develop the writing process and students will turn-in a published piece every 2 weeks.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Reading fluency will improve increasing academic achievement. **Staff Responsible for Monitoring:** Administrators Teachers CIC's **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Oct**	**Dec**	**Feb**	**May**
	30%	50%		

Strategy 5: Sped Education teachers will attend and contribute to weekly grade level planning, track sped students' classroom grades and assessments to drive instruction, "push in" daily to support the student and teacher with instruction, actively participate with activities and lessons, identify the students' strengths and weaknesses to differentiate instruction, and provide tutorials.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	30%	55%		

Strategy 6: Students will have the opportunity to participate in Gameday based on the criteria.	Reviews			
Strategy's Expected Result/Impact: Increase in student academic achievement.	Formative			Summative
Staff Responsible for Monitoring: Classroom Teachers	Oct	Dec	Feb	May
Devost Johnson Curriculum Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	30%	55%		

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

Goal 4: Green Valley will ensure students are provided with quality enrichment and extracurricular programs, as well as encourage students in the participation of such programs.

Performance Objective 1: Offer multiple enrichment and extra-curricular opportunities.

Targeted or ESF High Priority

Evaluation Data Sources: There is an increase in student participation in extracurricular programs.

Strategy 1: Continue to Provide the Gator Aiders program, Boys Club, Girls Club, Honor Choir, ACE, Academic Decathlon, Robotics, and Technology Club.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased number of students participating in extra curricular activities.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Counselor Music Teacher Coaches Coordinators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** UIL, Robotics, Technology - 199 - Local - $500, Honor Choir - 199 - Local - $750, Gator-Aiders, Boys & Girls Club - 199 - Local - $500	30%	40%		
Strategy 2: Continue programs promoting fitness and health such as First Tee, Jump rope for heart, Sports Club, and Olympiad.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will become aware of healthy habits.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: PE Coach **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - Local - $500	30%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Green Valley will maintain a 97% or higher staff attendance rate .

Performance Objective 1: Ensure the staff understands the importance of attending school regularly.

Targeted or ESF High Priority

Evaluation Data Sources: Staff will understand the impact their attendance has on student learning. and will show it through an increase in the staff attendance rate of 97%.

Summative Evaluation: Met Objective

Strategy 1: Staff will be informed of the impact their absence has on student learning.	Reviews			
Strategy's Expected Result/Impact: An increase of teacher attendance will be seen.	Formative			Summative
Staff Responsible for Monitoring: Devost	Oct	Dec	Feb	May
Johnson PEIMS Clerk **TEA Priorities:** Improve low-performing schools	30%	50%		
Strategy 2: Administrators will communicate the importance of teacher attendance through the use of newsletters, conferences, etc.	Reviews			
Strategy's Expected Result/Impact: An increase of teacher attendance will be seen.	Formative			Summative
Staff Responsible for Monitoring: Administrators	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Green Valley will maintain a 97% or higher staff attendance rate .

Performance Objective 2: Implement strategies to monitor & increase staff attendance. Provide incentives to encourage staff to meet our attendance goal of 97%.

Targeted or ESF High Priority

Evaluation Data Sources: There would be an increase in staff attendance monitored through TEAMS.

Strategy 1: Staff members with 98% attendance rate or higher, will be recognized with a medallion at the end of the year. Incentives will be provided every nine weeks in order to maintain 97% attendance rate.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Teachers will value and understand the importance of attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	30%	60%		

Strategy 2: Attendance will be considered for teachers' T-TESS evaluations as following: 0 absences = Distinguished 1-3 absences= Accomplished 4-6 absences= Proficient 7-9 absences= Developing 10 or more absences= Needs Improvement	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy's Expected Result/Impact: Teachers will understand the importance of attendance in relation to our campus academic success and absences will be minimal helping reach our goal of 98%. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools	70%	80%		

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

Goal 6: Green Valley will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 1: Provide multiple communication channels with parents by providing parental involvement opportunities through maintaining all Title I parent involvement compliance requirements.

Targeted or ESF High Priority

Evaluation Data Sources: We will utilize tools to keep parents aware of school functions and events via call outs, keeping website updated and notices. All correspondence will be provided in English and Spanish. In order to increase parent participation and involvement in school events.

Strategy 1: Keep lines of communication open between home/school via monthly newsletters, teacher websites, campus website, and parent involvement meetings, parent informational meetings (STAAR night, math night, family reading night, etc.), and regular call outs both in English and Spanish.	Reviews			
	Formative			**Summative**
	Oct	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students and parents will be well informed and an increase in parent involvement will occur. **Staff Responsible for Monitoring:** Teachers, Counselor, Front Office, TIS, and Administrators.Administrators, Front Office **TEA Priorities:** Improve low-performing schools	30%	60%		

Strategy 2: Implement a school-wide volunteer program designed by parents for parents and community members.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Engaging activities will increase involvement and awareness for parents. **Staff Responsible for Monitoring:** Teachers, Counselor, and Administrators **TEA Priorities:** Improve low-performing schools	**Oct**	**Dec**	**Feb**	**May**
	30%	50%		

Strategy 3: Inform and educate parents on the district parent involvement policy, campus compact agreement, parent handbook, SSI Initiative, college and career opportunities for students, Principles of Effectiveness, Safe and Drug-free Schools, Communities and Foundations.	Reviews			
	Formative			**Summative**
	Oct	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Engaging activities will increase involvement, awareness, and college readiness for both parents and students. **Staff Responsible for Monitoring:** Teachers, Counselor, and Administrators **TEA Priorities:** Improve low-performing schools	30%	60%		

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

Goal 6: Green Valley will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 2: Create a system to acquire business partners.

    Targeted or ESF High Priority

    Evaluation Data Sources: Business partners have shown an increase in involvement in the campus.

Strategy 1: Solicit active business and community partners to adopt the campus.	Reviews			
Strategy's Expected Result/Impact: Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success. **Staff Responsible for Monitoring:** Teachers, PTA, and Administrators **TEA Priorities:** Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	50%		

Strategy 2: Invite business partners to be members of the CPAC.	Reviews			
Strategy's Expected Result/Impact: Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success. **Staff Responsible for Monitoring:** Teachers, PTA, and Administrators **TEA Priorities:** Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	50%		

Strategy 3: The campus PTA will partner with Mr. Gatti's Pizza to promote family night.	Reviews			
Strategy's Expected Result/Impact: Engaging activities will increase involvement and accountability for parents. **Staff Responsible for Monitoring:** Teachers, PTA, and Administrators **TEA Priorities:** Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	50%		

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

Goal 6: Green Valley will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 3: Provide consistent network that will inform and encourage parent engagement through daily communication with parents.

Targeted or ESF High Priority

Strategy 1: Provide Family Nights and Games to encourage parent/student involvement.	Reviews			
Strategy's Expected Result/Impact: Increased Parental/Student engagement	Formative			Summative
Staff Responsible for Monitoring: Administrators, PTA, Teachers	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	30%	50%		

Strategy 2: Furniture and technology items will be provied for parents in order to provide assistance with student enrollment and student progress (SKYWARD).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased Parental engagement in student progress and facilitation of student enrollment.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators, PTA, PIEMS clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	60%		

Strategy 3: Provide parents student report cards/important campus and communicators folderds to provide information by mail.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased Parental Involvement	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators, PTA **Title I Schoolwide Elements:** 2.4, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	60%		

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

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

    Targeted or ESF High Priority

    Evaluation Data Sources: Due to professional development sessions teachers have an shown an increase in instructional knowledge.

Strategy 1: Implement CPI and TBSI training.	Reviews			
Strategy's Expected Result/Impact: Staff will implement strategies learned.	Formative			Summative
Staff Responsible for Monitoring: District Personnel	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 2: Desegregate Testing Data (STAAR, MRT, Benchmark, COGAT, IDEA, DRA/EDL, TELPAS).	Reviews			
Strategy's Expected Result/Impact: Plan their instruction based on testing data	Formative			Summative
Staff Responsible for Monitoring: District Personnel, Evaluation Results CICs and Admin	Oct	Dec	Feb	May
	30%	60%		

Strategy 3: Provide staff development in lesson planning, classroom management, intervention strategies, and small group instruction.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students achieving at grade level expectations.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators and Instructional coaches	30%	60%		

Strategy 4: Provide opportunities for teachers to attend staff development on differentiation instruction, students engagement, and fundamental five.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: We will be able to see effective instruction.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: CICs, Administrators	30%	60%		

Strategy 5: Continue to provide technology training in grade book, Eduphoria, e-mail, and district technology proficiency.	Reviews			
Strategy's Expected Result/Impact: Successful use of technology devices and programs. **Staff Responsible for Monitoring:** TIS	Formative			Summative
	Oct	Dec	Feb	May
	30%	60%		

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 2: Provide and enhance leadership development for employees.

Targeted or ESF High Priority

Evaluation Data Sources: An increase in staff as leaders has occurred.

Strategy 1: Encourage teachers to participate in Aspiring Administrators Academy.	Reviews			
Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout.	Formative			Summative
	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators				
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 2: Encourage teachers to participate in Aspiring Counselors Academy	Reviews			
Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout.	Formative			Summative
	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	30%	50%		

Strategy 3: Provide leadership opportunities by mentoring student interns.	Reviews			
Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout.	Formative			Summative
	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Administrators				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	30%	60%		

Strategy 4: Monitor and mentor homegrown students provided by the District.	Reviews			
Strategy's Expected Result/Impact: Increase in accountability with a decrease in turnover throughout the district.	Formative			Summative
Staff Responsible for Monitoring: Teachers and Administrators	Oct	Dec	Feb	May
TEA Priorities: Recruit, support, retain teachers and principals	30%	50%		

Strategy 5: Assign teachers to leadership committees.	Reviews			
Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	50%		

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

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 3: Recruit and retain highly qualified staff.

    Targeted or ESF High Priority

    Evaluation Data Sources: A decrease in staff turnover will be present.

Strategy 1: 100% of teachers and paraprofessionals hired at Green Valley will be highly qualified as defined by NCLB.	Reviews			
Strategy's Expected Result/Impact: Highly qualified employees will provide our students with the knowledge needed to achieve academic success. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	100%	100%	100%	

Strategy 2: Attend job fairs to recruit highly qualified teachers.	Reviews			
Strategy's Expected Result/Impact: Highly qualified employees will be hired to provide our students with the knowledge needed to achieve academic success. **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	40%		

Strategy 3: Recognize staff members for their achievements and student growth.	Reviews			
Strategy's Expected Result/Impact: Highly qualified employees will be highly encouraged to provide our students with the resources and content knowledge to achieve academic success. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	60%		

Strategy 4: New and returning teachers will receive a mentor teacher to provide additional support, professional development, and guidance in order to enhance instruction.	Reviews			
Strategy's Expected Result/Impact: Highly qualified employees will provide our teachers will support increase student success and decreasing turnover rates. **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	May
	30%	60%		

Strategy 5: All teachers will actively participate in instructional rounds.	**Reviews**			
Strategy's Expected Result/Impact: Highly qualified employees will continue to develop their education and in return remain highly qualified and able. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**May**
	30%	40%		

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

Goal 8: Green Valley will provide superior operational services to best support student and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

    Targeted or ESF High Priority

    Evaluation Data Sources: Equipment will be replaced or updated as needed.

Strategy 1: Continue updating the Capital Outlay Replacement Plan.	Reviews			
Strategy's Expected Result/Impact: Equipment and materials are updated as needed.	Formative			Summative
Staff Responsible for Monitoring: Administrators and District Personnel	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 2: Meet with the head custodian to determine needs of the campus.	Reviews			
Strategy's Expected Result/Impact: Needs of the campus are met.	Formative			Summative
Staff Responsible for Monitoring: Administrators and custodian	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 3: Meet with campus TIS to determine technology needs.	Reviews			
Strategy's Expected Result/Impact: Technology needs of the campus are met.	Formative			Summative
Staff Responsible for Monitoring: Administrators and TIS	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		

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

Goal 8: Green Valley will provide superior operational services to best support student and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

    Targeted or ESF High Priority

    Evaluation Data Sources: Increase customer satisfaction.

Strategy 1: Administer a customer service survey for the parents and teachers at the end of the year.	Reviews			
Strategy's Expected Result/Impact: Feedback is provided to the campus for improvements.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrator	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 2: Customer service training for the front office personnel.	Reviews			
Strategy's Expected Result/Impact: High customer service.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrator	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	60%		

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

Goal 8: Green Valley will provide superior operational services to best support student and staff success.

Performance Objective 3: Ensure an efficient and effective use of District financial resources, in order to best support students and staff.

    Targeted or ESF High Priority

    Evaluation Data Sources: All resources purchased will be utilized to increase student and staff achievement.Ãƒ Â¢Ã‚Â€Ã‚Â¨

Strategy 1: All materials and resources purchased will be utilized to meet the needs of students.	Reviews			
Strategy's Expected Result/Impact: Needs of students are met	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 2: Following state and district guidelines, Green Valley will develop a budget to meet the needs of all stakeholders.	Reviews			
Strategy's Expected Result/Impact: Budget is in compliance with all district, state, and federal guidelines.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Site-Based Committee	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 3: Budget manager and secretary will attend all district required staff development regarding budget.	Reviews			
Strategy's Expected Result/Impact: Budget manager and secretary will follow budget procedures and guidelines.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 4: Maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse.	Reviews			
Strategy's Expected Result/Impact: Resources are not wasted, lost or abused.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators, CICs, Librarians, TIS and front office personnel.	**Oct**	**Dec**	**Feb**	**May**
TEA Priorities: Improve low-performing schools	30%	55%		

Strategy 5: Form Grant Writing Committees to research and solicit grant monies.	Reviews			
Strategy's Expected Result/Impact: Grants are awarded to the campus.	Formative			Summative
Staff Responsible for Monitoring: Teachers, CIS, and Administrators	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	60%		

Strategy 6: The CPAC committee will meet and review the budget to ensure allocation of available resources to maximize student achievement and ensure accommodation of student growth.	Reviews			
Strategy's Expected Result/Impact: Money is allocated to meet the needs of students.	Formative			Summative
Staff Responsible for Monitoring: Principal, CPAC members	Oct	Dec	Feb	May
TEA Priorities: Improve low-performing schools	30%	55%		

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

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage from 96.5% to 97% or higher for the 2020-2021 school year.

    Targeted or ESF High Priority

    Evaluation Data Sources: Increased student attendance on PEIMS Report. Data sources will include Raa Wee, School Status, and Skyward.

Strategy 1: Meet virtually (Google Meets) with all parents to review attendance policy and informing them about the importance of student attendance. Meeting are in Sept, Jan, March.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: There will be an increase in student attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Johnson Belinda Deason Devost **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools	30%	60%		
Strategy 2: Each day the class with 100% attendance will display a letter to spell ATTENDANCE. The class that spells Attendance will receive a reward. Display attendance visual for each grade level that support our attendance goal.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: There will be an increase in student attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Classroom Teachers Devost Johnson Deason Escareno **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Ice Popsicles, Pizza, Snacks, Popcorn - 199 - Local - $55	30%	50%		
Strategy 3: Daily attendance announcements and grade-level attendance averages will be shared for the day. The grade-level with the highest average will received weekly rewards (Free Dress/Jean Pass). Display attendance visual for each grade level that support our attendance goal.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: There will be an increase in student attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Devost Johnson Deason Escareno **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools	30%	60%		

Strategy 4: Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win using tickets. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: With the use of Chick Fil-A, Walmart, or Mr.Gattis Gift Cards plus donated items we will see an increase in motivation for students to want to attend school.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Classroom Teachers, Deason, Johnson, Devost, PEIMS Clerk	30%	50%		
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools				
Funding Sources: Gift Cards - 199 - Local - $140				

Strategy 5: Attendance will be taken daily at 8:15am using Yellow Folders. Phone calls will be made for tardy and absent students, and PIEMS will track and log excuse an unexcused absence.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: There will be an increase in student attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Classroom Teaches Devost Johnson Escareno	30%	60%		
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools				

Strategy 6: Students who are chronically absent will be monitored daily by our campus discipline coordinator.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: There will be an increase in student attendance.	Oct	Dec	Feb	May
Staff Responsible for Monitoring: Campus Discipline Coordinator	30%	60%		
Title I Schoolwide Elements: 2.5				

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our campus met on May 21st to begin our CNA analysis. Four committees were established and met together virtually through Zoom. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. We discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goals for 2020-2021. Each team then wrote a problem statement and identified root causes.

Based on the data provided by the needs assessment our top priorities for the 2020-2021 school year are the following:

1. Reading Skills

2. Technology Skills

3. Using Data to Make Decisions

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All member emails end with @galenaparkisd.com.

Student Achievement:

Margarita Gomez,Teacher, mgomez@

Hilda Gonzalez, Teacher, hgomez@

Maria Chicas, Teacher, mchicas@

Celia Torres, Teacher, ctorres@

Tiffany McKelvey, Teacher, tmckelvey@

Eva Diaz, Teacher, emdiaz@

Susana Reyna, Teacher, sureyna@

Marisol Sanchez, Teacher, msanchez@

Jacob Cerda, Teacher, jcerda@

Victoria Ducote, Teacher, vducote@

Charlotte Plummer, Teacher, cplummer@

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Demographics:

Erikka Jammer, Teacher, ejammer@

Jeannie Vargas, Specialist, jvargas@

Cristina Cortejoso, Teacher, ccortejoso@

Janelle Buckner, Teacher, jbuckner@

Victoria Aguilar, Teacher, vaguilar@

Wameca Butler, Teacher, wbutler@

Rachel Tapner, Teacher, rtapner@

Brandy Young, Teacher, byoung@

Patricia Bremmer, Librarian, pbremner@

April Sloan-Hubert, Teacher, ahubert@

Juanita Martinez, Teacher, jmartinez@

Kimberly Hancock, Teacher, khancock@

Process and Procedures:

Shaudrea Adams, Teacher, sadams@

Susan Roberts, Teacher, sroberts@

Martha Chapa, Teacher, mchapa@

Belinda Escamilla, Teacher, bescamilla@

Cameron Horton, Teacher, chorton@

Angelica Guerra, Teacher, aguerra@

Maria Flores, Teacher, mflores@

Megan Fifer, Teacher, mfifer@

Joe Tiffin, Technology Specialist, jtiffin@

Perceptions:

Cynthia Kirchner, Teacher, ckirchner@

Elizabeth Ordaz, Teacher, eordaz@

Destinea Williams, Teacher, dwilliams@

Danyelle Reece, Teacher, dreece@

Kristina Weselka, Teacher, kweselka@

Thelma Villareal, Nurse, tvillareal@

Alberta Sinnette, Counselor, asinnette@

Michelle Lillie, Interventionist, mlillie@

Shaddean Aaron, Teacher, saaron@

2.2: Regular monitoring and revision

Plan development and revisions have occurred on the following dates: May 24th, May 26th, June 7th.

Our CPAC committee will meet in September 2020, November 2020, February 2021, March 2021, and May 2021 in order to monitor and revise the CIP.

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

A copy of our Campus Improvement Plan is available in our front office, library, and will be posted on our school's website.

It is provided in Spanish and English. A mass communication via text and email will be sent to parents on how to access the CIP.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at-risk and campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance whenever needed. We have plans to increase our parent participation with after school educational opportunities designed to increase parent knowledge in regard to: technology, student attendance, emotional support strategies, and at-home reading strategies. Our Boys and Girls Organizations/Clubs and counselor also offer great social and academic support to our students who participate in it.

2.5: Increased learning time and well-rounded education

We utilize our learning schedule with academics and extracurricular opportunities. Learning time is respected at Green Valley, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also we work on keeping kids emotional, physically, and socially sound.

Master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials will be offered to all students. Students will attend Music, Art, PE, Technology, and Library to ensure a well-rounded education to hone and develop their other talents. Extracurricular activities will be available for students including, but not limited to: boys club, girls club, honor choir, robotics, STEM Club, S3 Competition, Gator-Aiders, Cafeteria Squad, and UIL Elementary Academic Meet.

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

Many of our students are of low socio-economic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education & 504), health concerns, single parent families, retainees and a student mobility rate of 24.5%. Our school counselor does a wonderful job in reaching out to parents whose children are experiencing difficulties. Reading and writing are a focus for our At-risk, SPED, and EL populations. We recognize that some students will struggle in their academics, so we provide in class interventions as well as pull out and push in structures of support. We also provide after school tutorials and on campus Communities in Schools provides additional ademic, social, and emotional support. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music and athletic opportunities to capture our students. We provide these extra-curricular activities as they help build students' confidence. We try to empower and validate all students but especially those that struggle with learning through various outlets.

Attendance and mobility are also a concern as these factors affect instructional gaps. Our homeless numbers have increased and are above most elementary schools in Galena Park ISD. It is our goal to minimize the effects of this through the above mentioned supports.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy (Parent, Student, Teacher Compact Agreement) was developed by the district and was presented by our campus counselor. The policy will be distributed during our Back to School Parent Meeting (August 2020), BOY PTA Meeting (September 2020), and Open House (October 2020). The policy is written and distributed in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Meetings designed to involve parents will be offered throughout the school year at Green Valley Elementary School, in the classrooms, cafeteria, and gym.

- Welcome Back Meeting: August 2020 at 12:00 PM

- Open House: October 2020 at 4:00 PM

- School Parent Compact Contract Meeting: Discussed at parent conferences throughout the year; first introduced at the beginning of the school year; August 2020 @ 12:00 PM

- Parent Conferences (Varied)

- PTA Meetings: Monthly @ 4:00 PM

- Donuts for Dad: 7:00-7:45 am

- Muffins for Mom: 7:00-7:45 am

- Community In Schools Meetings (CIS): Monthly @ 6:30 PM

Campus Funding Summary

<table>
<tr><th colspan="6">199 - Attendance Incentive Allocation</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$3,266.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$3,266.00</td></tr>
<tr><th colspan="6">199 - Bilingual</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>3</td><td>1</td><td>1</td><td></td><td></td><td>$2,500.00</td></tr>
<tr><td>3</td><td>1</td><td>3</td><td></td><td></td><td>$1,000.00</td></tr>
<tr><td>3</td><td>1</td><td>4</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>3</td><td>1</td><td>6</td><td></td><td></td><td>$6,000.00</td></tr>
<tr><td>3</td><td>1</td><td>7</td><td></td><td></td><td>$1,500.00</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td></td><td></td><td>$250.00</td></tr>
<tr><td>3</td><td>2</td><td>3</td><td></td><td></td><td>$2,500.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$14,250.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>-$14,250.00</td></tr>
<tr><th colspan="6">199 - Local</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$1,500.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Perfect Attendance Lunch</td><td></td><td>$3,000.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Teacher Appreciation</td><td></td><td>$8,000.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Student Achievement Staff Medals 90%+</td><td></td><td>$200.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Attendance Medals 98% +</td><td></td><td>$250.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Personal Achievements</td><td></td><td>$250.00</td></tr>
</table>

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$500.00
1	2	4			$500.00
2	2	1			$300.00
2	2	2			$500.00
2	2	3			$150.00
2	2	4			$300.00
3	1	3			$1,000.00
3	1	5			$500.00
3	1	6			$2,000.00
3	2	1			$500.00
3	2	2			$250.00
3	2	3			$3,000.00
4	1	1	UIL, Robotics, Technology		$500.00
4	1	1	Honor Choir		$750.00
4	1	1	Gator-Aiders, Boys & Girls Club		$500.00
4	1	2			$500.00
9	1	2	Ice Popsicles, Pizza, Snacks, Popcorn		$55.00
9	1	4	Gift Cards		$140.00
				Sub-Total	$26,145.00
				Budgeted Fund Source Amount	$64,319.00
				+/- Difference	$38,174.00
000 - Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total	$40,395.00