

Galena Park Independent School District

Green Valley Elementary School

2024-2025 Goals/Performance Objectives/Strategies



It's a **GATOR** THING to
LEAD, LEARN, & SERVE
At Green Valley Elementary

Mission Statement

The Green Valley school community is dedicated to fostering connections, celebrating uniqueness, and growing together academically, intellectually, and personally.

Vision

At Green Valley, we will ensure that every student who enters our doors will not only learn and grow but receive the best education possible. We understand that achieving this goal requires providing our faculty and staff with the necessary tools and resources first, and then extending the same to our students. This approach will enable everyone in our school community to reach their maximum potential year after year.

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 change as our students tend to move in and out of the area.

Currently, Green Valley serves approximately 631 students in grades ECSE, 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. Students identified as English Language Learners are served in a One-Way Dual Language Program.

B. Attendance

Attendance at Green Valley has shown a gradual increase over the past years, as illustrated in the chart below.

| School Year | ADA |
|-------------|-------|
| 2021 - 2022 | 92.45 |
| 2022 - 2023 | 93.25 |
| 2023-2024 | 93.68 |

C. Academic Performance History

Overall Data (3rd-5th)

| | 2021 - 2022 | 2022 - 2023 | 2023-2024 |
|------------|-------------|-------------|-----------|
| Approaches | 73% | 63% | 57% |
| Meets | 41% | 37% | 25% |
| Masters | 17% | 19% | 11% |

The academic performance data indicates a decrease in scores each year starting in 2021 and continuing through 2024. In 2021-2022 Green Valley received a B rating from TEA's State Accountability System. GVE has been projected to receive a D rating for the 2023-2024 school year.

Where We Are Now:

A. Demographics:

| | |
|------------------------------|------------|
| African American | 21% |
| Hispanic | 77% |
| White | 1% |
| American Indian | < 1% |
| Asian | <1% |
| Pacific Islander | <1% |
| Two or More Races | <1% |
| Economically Disadvantage | 94% |
| Identified Special Education | 21% |
| Homeless | <1 |
| Highly Quality Staff | |

B. Current Programs

The programs offered at our campus are designed to support the overall development of our students, including their social, emotional, cognitive, and academic growth. These programs also aim to reduce risky behaviors, promote physical health, and create a safe and nurturing environment for children and youth. Parental involvement activities and after-school tutorials are key components of our program, along with the presence of early intervention teachers and instructional coaches who train educators in best practices for supporting at-risk students.

Our Title III Program offers a One Way Dual Language model of instruction for students in grades K-5, delivered by our team of bilingual teachers and instructional coaches. The campus utilizes a Multi-tier System of Support (MTSS) framework to provide interventions, progress monitoring, and a multi-level prevention system for students struggles with content or experience learning barriers. Additionally, our Special Education programs include the ECSE Program, speech therapy for articulation and language disorders, Resource/Inclusion services for our students with learning disabilities, and the BEST Program to help students build social, emotional, and coping skills.

Furthermore, our campus offers a gifted and talented program that includes two groups of students: Journeys and Encounters. Journeys students engage in curriculum-based projects that delve deeper into topics to enhance their understanding of the material. On the other hand, Encounters students participate in a weekly off-campus program that emphasizes critical thinking and research-based learning. These programs have demonstrated their effectiveness, as evidenced by the growth we have seen in all

In the upcoming 2024-2025 school year, we will be introducing the SLC program, which will focus on providing students with the necessary life skills training to help them function effectively in their daily lives.

C. Needs Assessment Survey Results

Based on our recent student survey, students feel safe and supported in the classrooms, with high percentages indicating that they feel cared for and assisted by the adults on campus. Students also feel safe in common areas like the restrooms and playground; however there is room for growth in terms of respectful behavior among students in these areas.

The parent survey results show that parents feel welcomed and appreciate the clear communication from the school. While most parents feel adequately informed about parent involvement activities, some barriers, such as work commitments and other responsibilities, prevent them from attending these activities.

As per the staff survey results, most staff members feel teachers have access to and effectively utilize data for instructional decision-making. Additionally, many staff believe that the administration maintains high expectations for teachers and has effective strategies for to promote good staff attendance. However, there is room for improvement in terms of perceived quality of family and community support, with only 60% of staff members expressing satisfaction in this area.

Furthermore, nearly half of the staff members believe that school-wide discipline should be the top focus for the campus. On a positive note, 85% of staff members feel that professional development opportunities, faculty meetings, and grade level meetings are focused on continuous improvement.

The survey findings will inform future initiatives and strategies to address concerns and build on strengths within the school community. They provide valuable insights to enhance the school environment and strengthen relationships among students, parents, and staff.

Where We Are Going

A. Needs Assessment Survey

Based on the staff Needs Assessment survey, we will conduct staff development during the 2024-25 school year in the following areas:

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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Goals

Goal 1: Mental, Physical, and emotional safety and Healthy for all students and staff

Performance Objective 1: Green Valley will provide effective communication to promote a safe, productive, and healthy learning/working environment for students and staff. We will provide regular communication and recognition for students, parents, and staff.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: We will utilize different avenues to keep parents informed about school functions and events. Communication will be via call outs, School Status, school website, mails, phone calls, Facebook page and flyers. All correspondence will be provided in English and Spanish.</p> <p>Strategy's Expected Result/Impact: GVE staff and parents will be informed. Consistency with campus expectations.</p> <p>Staff Responsible for Monitoring: Administrators, counselor</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: We will conduct monthly PTA meetings throughout the year. There will be a music program led by the music teacher during each PTA meeting.</p> <p>Strategy's Expected Result/Impact: Positive and healthy relationship between teachers, parents, students and the school.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, PTA committee.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 285 - Title IV - \$500, - 199 - Local - \$1,500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: There are not enough opportunities for family and community involvement. **Root Cause:** Most of our programs were offered during the same time after school, we will provide more parent opportunities at various times during the day.

Problem Statement 2: Lack of transparency and accountability in decision making processes **Root Cause:** Pertinent information is often not shared in a timely matter to ensure all stakeholders are aware of events, decisions, procedures, and expectations to keep everyone properly informed.

Goal 1: Mental, Physical, and emotional safety and Healthy for all students and staff

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

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Staff recognition due to personal achievements, excellent attendance and outstanding performance. Teachers and staff will be recognized each week and the recognition will be included in the principal's weekly newsletter- Teacher Spotlight. Teachers and staff with excellent attendance and punctuality will have the opportunity to participate in prize drawing during each semester.</p> <p>Strategy's Expected Result/Impact: Positive school climate and culture. Teachers will feel valued and consequently they will be more engaged and satisfied with their work.</p> <p>Staff Responsible for Monitoring: Administrators, leadership team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Personal Achievements - 199 - Local - \$250, Perfect Attendance Lunch - 199 - Local - \$3,000, Attendance Medals 98%+ - 199 - Local - \$250, Student Achievement Staff Medals 90%+ - 199 - Local - \$200, Teacher Appreciation - 199 - Local - \$8,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|--|--|--|--|-----------|
| <p>Strategy 2: Student recognition due to academic achievement, excellent attendance and good conduct. GVE will continue implementing a Super Gator Report Card reward system that allows our GVE students to be recognized for showing excellent attendance, being an Honor Roll student, and for maintaining good behavior during every nine weeks grading period. During each grading period, stickers will be added to the card, if applicable. At the end of the school year, the students who earned the total amount of stickers required, will receive a GatorTrophy during the Award Ceremony. Additionally, students will be recognized with a Character Trait of the Month certificate for demonstrating good citizenship. At the end of the year, two fifth graders will be nominated for the Principal Award if they meet the award criteria.</p> <p>Strategy's Expected Result/Impact: Positive school climate and culture. This incentive program will motivate the students to be in school everyday, show best behavior and improve academically.</p> <p>Staff Responsible for Monitoring: Assistant Principal, counselor, teachers.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  20% |  70% |  85% | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Create, implement and monitor an effective student discipline management plan. Each grade level team or the Foundation committee will meet and create a school discipline plan including the rules, consequences and rewards. CHAMPS will be part of the discipline management plan.</p> <p>Strategy's Expected Result/Impact: Student discipline incident rate will be reduced.</p> <p>Staff Responsible for Monitoring: Administrators, Foundation committee members.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  25% |  70% |  80% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|------------------|
| <p>Strategy 4: Establish a leadership team consisting of administrators, CICs, interventionists, grade level chairs, school counselor and a resource teacher. The leadership team will meet monthly to build leadership capacity and discuss ways to improve the school.</p> <p>Strategy's Expected Result/Impact: Increase school culture and participation and develop leadership skills.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Teachers will provide lessons daily to develop social-emotional learning (SEL) and promote a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Create a positive school environment.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A |  |  | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: During the school year, parents will attend meetings with the counselor or participate in different morning events with their children such as Coffee and donuts with parents, Father's take your child to school, Sweets with someone special, etc.</p> <p>Strategy's Expected Result/Impact: Positive and healthy relationship between teachers, parents, students and the school.</p> <p>Staff Responsible for Monitoring: School counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: GVE will increase the overall year attendance rate from 93.68% to 95.25%. A large number of students either are absent which results in a loss of valuable instructional time. **Root Cause:** Parents sometimes do not prioritize attendance. They also do not understand the educational impact absenteeism has on their child.

Student Learning

Problem Statement 1: A significant portion of students are facing challenges with grasping reading and math concepts. **Root Cause:** Teachers do not have a thorough understanding of how to effectively differentiate instruction. The lack of multiple pathways for students to learn hinders their learning. Teachers need coaching support and ongoing professional development on how to effectively deliver differentiated instruction in their classrooms to personalize instruction and provide a more inclusive learning environment.

Perceptions

Problem Statement 1: There are not enough opportunities for family and community involvement. **Root Cause:** Most of our programs were offered during the same time after school, we will provide more parent opportunities at various times during the day.

Goal 1: Mental, Physical, and emotional safety and Healthy for all students and staff

Performance Objective 3: Increase student attendance percentage from 93.68% to 95.25% or higher for the 2024-2025 school year.

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

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|------------------|
| <p>Strategy 1: Meet and collaborate with parents to address attendance policy and inform them about the student academic achievement and attendance correlation. Meetings will be virtual and in-person at the beginning of each semester.</p> <p>Strategy's Expected Result/Impact: Student academic achievement will improve due to better attendance. Promote parent involvement.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: GVE students who demonstrate 98% or higher attendance and a maximum of three tardies during one semester will participate in attendance incentive activities (one per semester): PK- Kinder will attend a fun event on campus and 1st - 5th grade students will have the opportunity to go on a field trip.</p> <p>Strategy's Expected Result/Impact: Students attendance percentage will increase and tardiness will decrease.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Ice Popsicles, Pizza, Snacks, Popcorn - 199 - Local - \$55</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

| Strategy 3 Details | Reviews | | | |
|---|--|--|--|-----------|
| <p>Strategy 3: Attendance will be taken daily at 8:00am using a Google spreadsheet. Phone calls will be made for tardy and absent students, and PEIMS will track and log excuse an unexcused absence.</p> <p>Strategy's Expected Result/Impact: Students attendance percentage will increase and tardiness will decrease.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Incentives - 199 - Local - \$140</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  25% |  70% |  75% | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Students who are chronically absent will be monitored daily followed by a parent conference to address the attendance issues.</p> <p>Strategy's Expected Result/Impact: Students attendance percentage will increase.</p> <p>Staff Responsible for Monitoring: Administrators Teachers, Counselor CIS PEIMS Clerk</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  40% |  60% |  85% | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: GVE will increase the overall year attendance rate from 93.68% to 95.25%. A large number of students either are absent which results in a loss of valuable instructional time. Root Cause: Parents sometimes do not prioritize attendance. They also do not understand the educational impact absenteeism has on their child.</p> <p>Problem Statement 2: There are numerous students who are tardy everyday. A large number of students arrive late on a regular basis that results in a loss of valuable instructional time. Root Cause: The root cause of this problem is lack of student and parent appreciation of campus expectations.</p> |

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Green Valley Elementary will provide information and opportunities to assist students in preparing for college, career, and military.

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

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|-----------|
| <p>Strategy 1: GVE will hold a Career Day event where career guests will visit our campus and discuss the benefits of staying in school and following an appropriate career path.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to different career opportunities and be motivated to improve their academic performance to follow a career path.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 285 - Title IV - \$250, - 199-30 - SCE - \$250</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A | N/A |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host College Spirit Day once a week allowing staff and students to wear college shirts.</p> <p>Strategy's Expected Result/Impact: Student and staff participation and motivation on student achievement and post secondary readiness.</p> <p>Staff Responsible for Monitoring: Administrators Staff members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>-</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: Student Achievement and Post-Secondary Readiness

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

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Students, Parents, and Staff will learn to cope and handle difficult situations.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 - Local - \$300</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Decreased behavioral incidences.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Decreased behavioral incidences.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 - Local - \$150</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Increase the number of students meeting grade level standards state assessment standards.

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

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|------------------|
| <p>Strategy 1: Improve teachers knowledge through district and school development, shared learning, campus instructional coaches support, DDI, team planning.</p> <p>Strategy's Expected Result/Impact: To build capacity on the campus, increase student achievement</p> <p>Staff Responsible for Monitoring: Administrators CICs Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - Bilingual - \$2,500, - 285 - Title IV - \$2,500, - 199-30 - SCE - \$2,500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue small group instruction for all special populations to address the needs of our at risk students.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement in all core subjects.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

| Strategy 3 Details | Reviews | | | |
|--|--|--|--|-----------|
| <p>Strategy 3: Allow students to accelerate in all content areas by providing tutorials, monitoring the implementation of effective whole and small group instruction, purchasing resources, providing other extracurricular activities such as UIL, Honor Society.</p> <p>Strategy's Expected Result/Impact: Increased student academic performances, closing achievement gaps, and reducing retention.</p> <p>Staff Responsible for Monitoring: Administrators CICs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$1,000, - 199 - Bilingual - \$1,000, - 199 - Local - \$1,000, - 285 - Title IV - \$1,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  <p>25%</p> |  <p>70%</p> |  <p>80%</p> | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Monitor student performance and achievement gap of special populations and programs in order to ensure growth when compared to last year.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students' performance of our special populations.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$500, - 199 - Bilingual - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  <p>10%</p> |  <p>60%</p> |  <p>75%</p> | |

| Strategy 5 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 5: Increase staff awareness and skills with addressing students by providing staff development in lesson planning, classroom management, intervention strategies, and small group instruction. All teachers will use Kagan, Sheltered-Instruction, rigorous practice based on data desegregation, and incorporate Bloom's Taxonomy into daily activities in order to provide differentiated instruction in class and address each student's needs.</p> <p>Strategy's Expected Result/Impact: Students achieving grade level expectations. Ensure academic growth for students.</p> <p>Staff Responsible for Monitoring: Administrators CICs Teachers Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$500, - 285 - Title IV - \$500, - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: 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, provide tutorials, and improve children's access to learning by the effective use of supplemental aids.</p> <p>Strategy's Expected Result/Impact: Addressing specific students needs and improving learning</p> <p>Staff Responsible for Monitoring: Administrators Sped Education teachers Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$6,000, - 199 - Bilingual - \$6,000, - 199 - Local - \$2,000, - 285 - Title IV - \$6,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |

| Strategy 7 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 7: Teachers will monitor student goal cards and have students and parent conferences to recognize progress and address gaps.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students performance of our special populations.</p> <p>Staff Responsible for Monitoring: Administrators Teachers, CICs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$1,500, - 285 - Title IV - \$1,500, - 199 - Bilingual - \$1,500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: GVE students will be recognized for academic achievement, conduct and attendance throughout the year and at the end of the year award ceremonies. GVE will provide opportunities for the students to participate in different incentive events such as ice cream party, Game day if they meet specific criteria or goals.</p> <p>Strategy's Expected Result/Impact: Increase in student academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 4: Build instructional capacity utilizing the DDI model in relation to skills & strategies through coaching (instructional support), professional development, and academies designed to provide students with student-centered instruction to improve student performance in all content areas.

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

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Students achieving at grade level expectations.</p> <p>Staff Responsible for Monitoring: Administrators CIC's</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will be trained on writing strategies and the use of the writing rubrics appropriate to each grade level. During ELA block, teachers will pull small groups to continue developing the writing process. We will monitor students' writing progress in all grade levels during teacher and student conference a plan based on data to address students' need.</p> <p>Strategy's Expected Result/Impact: Increase in students' writing and grammar skills.</p> <p>Staff Responsible for Monitoring: Teachers CIC's</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-30 - SCE - \$250, - 199 - Bilingual - \$250, - 199 - Local - \$250, - 285 - Title IV - 250</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 3: We will plan and monitor the weekly writing journals to ensure that students are improving their writing skills with grade level appropriate goals.</p> <p>Strategy's Expected Result/Impact: Increase in students' writing and grammar skills.</p> <p>Staff Responsible for Monitoring: Teachers CIC's Administrators</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: We will train our teachers on using the PLC model for disaggregating BAS data and to monitor the "limited growth" group.</p> <p>Strategy's Expected Result/Impact: Increase in students' reading levels.</p> <p>Staff Responsible for Monitoring: Teachers CIC's Administrators</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: We will meet after a campus and a district assessment to go over the Reteach part of the DDI process to do data digs and make decisions for guided reading intervention groups.</p> <p>Strategy's Expected Result/Impact: Increase in students' reading levels.</p> <p>Staff Responsible for Monitoring: Administrators Teachers CIC's</p> | Formative | | | Summative |
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| | N/A |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Green Valley will ensure students are provided with quality enrichment and extracurricular programs while encouraging students in the participation of such programs.

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Green Valley Elementary will provide multiple extracurricular activities and student clubs to students throughout the year such as Honor Society, Boys Club, Girls Club, Honor Choir, Technology club, and/or Robotics Club.</p> <p>Strategy's Expected Result/Impact: We will improve school climate, increase student achievement and help students create a sense of school community and pride by the end of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Coaches</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Gator-Aiders, Boys & Girls Club - 199 - Local - \$500, Honor Choir - 199 - Local - \$750, UIL, Robotics, Technology - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue programs promoting fitness and health such as First Tee, Sports Club, and Olympiad.</p> <p>Strategy's Expected Result/Impact: Students will become aware of healthy habits.</p> <p>Staff Responsible for Monitoring: PE Coach Teachers Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - Local - \$500</p> | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: There are not enough opportunities for family and community involvement. **Root Cause:** Most of our programs were offered during the same time after school, we will provide more parent opportunities at various times during the day.

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Provide multiple communication channels with parents by providing parental involvement opportunities through maintaining all Title I parent involvement compliance requirements.

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 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Maintain open communication 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.</p> <p>Strategy's Expected Result/Impact: Students and parents will be well informed and an increase in parent involvement will occur.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Front Office Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement a parent volunteer program where parents can assist the school by helping teachers and participating in the events organization.</p> <p>Strategy's Expected Result/Impact: Community involvement will increase.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Perceptions |
|--|
| Problem Statement 2: Lack of transparency and accountability in decision making processes Root Cause: Pertinent information is often not shared in a timely matter to ensure all stakeholders are aware of events, decisions, procedures, and expectations to keep everyone properly informed. |

Goal 3: Wide Range of Student Opportunities

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Provide parents student report cards/important campus and communicators folders to provide information.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Administrators PTA</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 4: High Quality Staff

Performance Objective 1: Green Valley will ensure all employees are provided professional development to increase and support job performance and staff retention.

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

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: GVE will provide opportunity for the staff to attend campus and district staff develop and monitor the implementation of the strategies learned during the staff development. Teachers will increase their knowledge in current best practices to be implemented in their classrooms.</p> <p>Strategy's Expected Result/Impact: Better prepared staff, Student success</p> <p>Staff Responsible for Monitoring: District Personnel</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue to provide technology training in grade book, Eduphoria, e-mail, and district technology proficiency for new teachers and current staff.</p> <p>Strategy's Expected Result/Impact: Successful use of technology devices and programs.</p> <p>Staff Responsible for Monitoring: Administration TIS CIC's</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A significant portion of students are facing challenges with grasping reading and math concepts. **Root Cause:** Teachers do not have a thorough understanding of how to effectively differentiate instruction. The lack of multiple pathways for students to learn hinders their learning. Teachers need coaching support and ongoing professional development on how to effectively deliver differentiated instruction in their classrooms to personalize instruction and provide a more inclusive learning environment.

Goal 4: High Quality Staff

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

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 1: Encourage teachers to participate in Aspiring Administrators Academy and/or Aspiring Campus Instructional Coaches Academy during the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Assign teachers to leadership committees and encourage them to be the sponsors or coordinators of campus and district events, clubs.</p> <p>Strategy's Expected Result/Impact: Teachers will become more involved in the development of our campus increasing accountability throughout.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
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Goal 4: High Quality Staff

Performance Objective 3: Recruit and retain highly qualified staff.

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

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|------------------|
| <p>Strategy 1: Attend job fairs to recruit highly qualified teachers. Select staff based on the needs of the campus and the committee decision.</p> <p>Strategy's Expected Result/Impact: Highly qualified employees will be hired to provide our students with the knowledge needed to achieve academic success.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Recognize staff members for their achievements and student growth.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 3: New and returning teachers will receive a mentor teacher to provide additional support and guidance in order to enhance instruction.</p> <p>Strategy's Expected Result/Impact: Highly qualified new employees support will increase student success and decrease turnover rates.</p> <p>Staff Responsible for Monitoring: Administrators Mentor Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Communicate the campus mission, vision and values with the staff.</p> <p>Strategy's Expected Result/Impact: Staff will have a better understanding of the campus.</p> <p>Staff Responsible for Monitoring: Administration Teachers CIC's</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 4: High Quality Staff

Performance Objective 4: Ensure the staff understands the importance of attending school regularly presented at the beginning of the year.

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%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Administrators will communicate the importance of teacher attendance through the use of newsletters, conferences, campus employee handbook, etc. Teacher attendance will be monitored and addressed when needed. There will be a system in place to encourage and motivate teachers to have a high percentage of attendance during the school year.</p> <p>Strategy's Expected Result/Impact: An increase of teacher attendance will be seen. Students motivation to be in the school will increase.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 4: High Quality Staff

Performance Objective 5: Implement strategies to monitor & increase staff attendance. Provide incentives to encourage staff to meet our attendance goal of 97%.

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Staff members with 98% attendance rate or higher, will be recognized with a trophy at the end of the year. Incentives will be provided every nine weeks in order to maintain 97% attendance rate.</p> <p>Strategy's Expected Result/Impact: Teachers will value and understand the importance of attendance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 4: High Quality Staff

Performance Objective 6: Implement a weekly/monthly agenda with staff to ensure that all expectations are being met.

Evaluation Data Sources: Staff will be knowledgeable of upcoming events and activities in order to plan accordingly.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Have specific due date for adding events and deadlines to newsletter or Smores to ensure that events are communicated in a timely manner. Grade level chairs, admin team/staff have access to communication method for events. Utilize Google Shared Drive & Google Classroom as the location for campus documents, agendas, etc.</p> <p>Strategy's Expected Result/Impact: The staff will be more informed of upcoming events and planning accordingly.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> | Formative | | | Summative |
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Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Green Valley will provide superior operational services to best support student and staff success by evaluating current assets and developing a plan to repair and/or replace equipment in a timely manner.

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Continue updating the Capital Outlay Replacement Plan. Strategy's Expected Result/Impact: Equipment and materials are updated as needed. Staff Responsible for Monitoring: Administrators District Personnel</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus principal will meet regularly with the Foundation committee coordinator and custodian and will determine needs of the campus. Strategy's Expected Result/Impact: Needs of the campus are met. Staff Responsible for Monitoring: Administrators Custodian</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Meet with campus DLAC to determine technology needs. Strategy's Expected Result/Impact: Technology needs of the campus are met. Staff Responsible for Monitoring: Administrators TIS</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 4 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 4: Campus principal will meet with the principal secretary to ensure funds are allocated based on campus need. Strategy's Expected Result/Impact: Funds allocated correctly will improve student achievement. Staff Responsible for Monitoring: Administrator Principal secretary | Formative | | | Summative |
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Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Evaluation Data Sources: Increase customer satisfaction.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Administer surveys to gather input and feedback to improve the campus Strategy's Expected Result/Impact: Feedback is provided to the campus for improvements. Staff Responsible for Monitoring: Administrators Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Evaluation Data Sources: All resources purchased will be utilized to increase student and staff achievement.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|------------------|
| <p>Strategy 1: GVE will purchase materials and resources to meet the needs of students. Strategy's Expected Result/Impact: Students achievement will improve. Students will receive adequate instruction. Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Budget manager and secretary and secretary will attend all district required staff development regarding budget. Strategy's Expected Result/Impact: Budget manager and secretary will follow budget procedures and guidelines. Funds will be allocated correctly. Staff Responsible for Monitoring: Administrators Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Money is allocated to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Administrators CPAC members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 4: Create a system to acquire business partners.

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

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|------------------|
| <p>Strategy 1: Solicit active business and community partners to adopt the campus.</p> <p>Strategy's Expected Result/Impact: Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success.</p> <p>Staff Responsible for Monitoring: Teachers PTA Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Encourage local businesses to be members of the CPAC.</p> <p>Strategy's Expected Result/Impact: Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success.</p> <p>Staff Responsible for Monitoring: Teachers PTA Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 6: Increase all student performance and academic growth on STAAR and TELPAS exams to move out of comprehensive support.

Performance Objective 1: Improve student performance on RLA STAAR exams in the 2024-2025 school year.

Evaluation Data Sources: Locally developed assessments, district assessments, & STAAR exams.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|---|-----------|
| <p>Strategy 1: All RLA teachers at GVE will participate in weekly DDI meetings. Meetings will focus on lesson internalization and data-driven instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved scores compared to 2024 RLA local assessments, DA1, DA2, and STAAR exams in 2025.</p> <p>Staff Responsible for Monitoring: Administrators, RLA CICs, Campus leadership team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 000 - Grant Funds</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A | N/A |  | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: A significant portion of students are facing challenges with grasping reading and math concepts. Root Cause: Teachers do not have a thorough understanding of how to effectively differentiate instruction. The lack of multiple pathways for students to learn hinders their learning. Teachers need coaching support and ongoing professional development on how to effectively deliver differentiated instruction in their classrooms to personalize instruction and provide a more inclusive learning environment.</p> |

Goal 6: Increase all student performance and academic growth on STAAR and TELPAS exams to move out of comprehensive support.

Performance Objective 2: Improve student performance on Math STAAR exams in the 2024-2025 school year.

Evaluation Data Sources: Locally developed assessments, district assessments, & STAAR exams.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|---|-----------|
| <p>Strategy 1: All Math teachers at GVE will participate in weekly DDI meetings. Meetings will focus on lesson internalization and data-driven instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved scores compared to 2024 Math local assessments, DA1, DA2, and STAAR exams in 2025.</p> <p>Staff Responsible for Monitoring: Administrators, RLA CICs, Campus leadership team.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 000 - Grant Funds</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: A significant portion of students are facing challenges with grasping reading and math concepts. Root Cause: Teachers do not have a thorough understanding of how to effectively differentiate instruction. The lack of multiple pathways for students to learn hinders their learning. Teachers need coaching support and ongoing professional development on how to effectively deliver differentiated instruction in their classrooms to personalize instruction and provide a more inclusive learning environment.</p> |

Goal 6: Increase all student performance and academic growth on STAAR and TELPAS exams to move out of comprehensive support.

Performance Objective 3: Improve student performance on the TELPAS exams in the 2024-2025 school year.

Evaluation Data Sources: Locally developed assessments, TELPAS practice opportunities, TELPAS exam.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|---|-----------|
| <p>Strategy 1: All K-5 teachers at GVE will provide listening, speaking, reading, and writing opportunities for their LEP students to improve TELPAS proficiency levels.</p> <p>Strategy's Expected Result/Impact: Improve students' TELPAS proficiency levels compared to 2024 TELPAS scores in 2025.</p> <p>Staff Responsible for Monitoring: Administrators, RLA CICs, Campus leadership team.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 000 - Grant Funds</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A | N/A |  | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: A significant portion of students are facing challenges with grasping reading and math concepts. Root Cause: Teachers do not have a thorough understanding of how to effectively differentiate instruction. The lack of multiple pathways for students to learn hinders their learning. Teachers need coaching support and ongoing professional development on how to effectively deliver differentiated instruction in their classrooms to personalize instruction and provide a more inclusive learning environment.</p> |

Goal 6: Increase all student performance and academic growth on STAAR and TELPAS exams to move out of comprehensive support.

Performance Objective 4: Data systems will be utilized monthly at GVE to track discipline referrals, attendance, and interventions.

Evaluation Data Sources: Skyward discipline reports, Skyward attendance reports and GVE intervention trackers.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|---|-----------|
| <p>Strategy 1: To track trend data, campus administrators will run skyward discipline reports, attendance reports, and GVE intervention trackers each month.</p> <p>Strategy's Expected Result/Impact: GVE will be able to track discipline, attendance, and intervention data and respond to improve student learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: - 000 - Grant Funds</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | N/A | N/A |  | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: GVE will increase the overall year attendance rate from 93.68% to 95.25%. A large number of students either are absent which results in a loss of valuable instructional time. Root Cause: Parents sometimes do not prioritize attendance. They also do not understand the educational impact absenteeism has on their child.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: 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.</p> |