Galena Park Independent School District

Green Valley Elementary School

2025-2026 Campus Improvement Plan

Board Approval Date: August 11, 2025

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 also 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.

Value Statement

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 591 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. We ended the school year with an overall attendance rate of 94%.

2023-2024	**93.68**
2024-2025	**94.01**

C. Academic Performance History

Overall Data (3rd-5th)

	2022 - 2023	2023-2024	2024-2025
Approaches	63%	57%	
Meets	37%	25%	
Masters	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.

According to 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 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/G.R.E.A.T
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

Revised/Approved: June 18, 2025

Demographics

Demographics Summary

Green Valley Elementary, situated in East Houston, is home to 591 students and is surrounded by apartment complexes and single homes. The school experiences a high level of student mobility, with a rate of approximately 29.1% as students frequently move in and out of the area. The transient nature of our student population means that a significant portion of our students are considered at-risk, with 68% falling into this category. Often new students who enroll in our school are identified as at-risk or in need of specialized programs. Additionally, a large majority of our students, 94%, meet the criteria for being "economically disadvantaged."

The fluctuation in our community contributes to the movement and diversity within our student body. Despite the challenges posed by high mobility and economic disparities, Green Valley Elementary is committed to providing a supportive and inclusive environment for all students, ensuring they have the resources and assistance they need to thrive academically and personally. The ethnic breakdown of our student population is as follows:

Ethnicity	%
African American	21%
Hispanic	77%
White	<1%
American Indian	<1%
Asian	<1%
Pacific Islander	0%
Two or More Races	1%

Attendance/Dropout/ Completion Rate, College Readiness Data

School Year	Attendance Percentage
2021-2022	93%
2022-2023	93.25%
2023-2024	93.68%
2024-2025	94.01%

The Demographic Committee analyzed attendance trends for the 2024-2025 school year and determined that Green Valley Elementary did not meet the district's attendance goal of 96.5%. Factors such as high student mobility and student home environment challenges contributed to this shortfall. While the attendance rate slightly improved from 93.68% to 94.01 %, obstacles to achieving the desired attendance rate remained.

The committee recognized the critical need for increased parental involvement and education on the importance of regular attendance for academic success. Many parents may not fully grasp the connection between attendance and student achievement. By implementing strategies to educate parents, clearly communicate campus attendance expectations, and closely monitor daily attendance, we can continue to increase our attendance rate to provide students with quality instruction and a more nurturing and conducive learning environment for all students at Green Valley Elementary.

Demographics Strengths

Strengths discussed by the Demographic Committee include the following:

- Staff is invested in the campus and community.
- There was an increase in parent engagement and involvement.
- Improved student attendance through the use of incentives
- The staff mirrors the student population.
- A large population of our students are proficient in English which creates a more conducive environment for more rigorous instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite efforts to promote student attendance, the student attendance rate remains below the GPISD 96.5% target. A large number of students either are absent or tardy on a regular basis 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 and tardies have on their child.

Problem Statement 2: Our campus is facing ongoing student behavior issues that disrupt instruction and impact academic achievement. High rates of discipline referrals point to a need for stronger behavior management systems and social-emotional support to improve school culture and learning outcomes.
Root Cause: There is a lack of consistent implementation of behavior expectations, limited staff training in effective classroom management, and insufficient social-emotional learning supports for students.

Student Learning

Student Learning Summary

The committee analyzed the end of the year's district and campus assessments, campus surveys, TAPR reports, and teacher input (through committee meetings). Differentiating instruction, setting high expectations, Data-Driven Instructions will allow teachers to improve student growth. The top priority for our students will be student learning engagement using effective practices.

Historical STAAR Data:

GVE STAAR Data (RLA)*

RLA 2025 (Preliminary)	Approaches	Meets	Masters
3rd grade	54.22%	22.89%	3.61%
4th Grade	73.61%	41.67%	11.11%
5th Grade	70.27%	58.11%	21.62%

ELA Historical Overall Data (3rd-5th)

	2024	2023	2022
Approaches	65%	73%	63%
Meets	33.66%	41%	37%
Masters	12.66%	17%	19%

GVE STAAR Data (Math)*

Math 2025 (Preliminary)	Approaches	Meets	Masters
3rd grade	67.47%	38.55%	13.25%
4th Grade	62.50%	48.61%	27.78%
5th Grade	62.67%	33.33%	12%
Math Historical Overall Data (3rd-5th)			

Math 2025 (Preliminary)	Approaches	Meets	Masters
	2024	2023	2022
Approaches	64.66%	66%	58%
Meets	36%	40%	28%
Masters	7.66%	11%	11%

GVE STAAR Data (Science)*

Science 2025 (Preliminary)	Approaches	Meets	Masters
5th Grade	61.33%	17.33%	2.67%
Science Historical Overall Data (5th Grade Only)			
	2024	2023	2022
Approaches	34%	48%	62%
Meets	6%	16%	38%
Masters	1%	4%	9%

The data shows that we need to re-vamp several programs and systems to ensure that we are properly meeting the varied needs of students. As we look to replace the loss of ESSER funds, we will prioritize interventions during the school day and eliminate after school tutorials after school during the first semester. We will provide after school and Saturday tutorials during the Spring as we get closer to STAAR.

Student Learning Strengths

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

- Interventions are provided during the school day, as well as small groups & after school tutorials
- Student support is provided to the most struggling students
- Gator University began at the start of the year, was provided by the Campus Instructional Coaches, and was mandatory for all students who were labeled HB1416. This helped

address the existing gaps in student learning early.
- Effective team planning with the support of our campus instructional coaches and administrators.
- Extended planning is offered during the school year
- Our PLCs focused on how to use data to drive instruction which helped our teachers plan better TIER 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant portion of students are facing challenges with grasping reading, writing, and math concepts.
Root Cause: Teachers do not have a thorough understanding of how to scaffold instruction to meet the needs of all learners. Teachers need coaching and ongoing professional development on how to effectively scaffold and deliver Tier 1 instruction and provide a more inclusive learning environment for all students

Problem Statement 2: Over 60% of students in K-5 are not reading on grade level.
Root Cause: Daily implementation of guided reading and small group instruction lacks fidelity to improve oral reading and comprehension skills. It is crucial for instructional coaches and administrators to closely monitor and hold teachers accountable for ensuring that guided reading sessions and running records are conducted regularly to help improve students' reading.

School Processes & Programs

School Processes & Programs Summary

The school processes and programs for Green Valley Elementary School provide all 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. In addition to the aforementioned, administration and campus leaders are invested in recruiting and retaining a highly qualified and diverse team (teachers and staff). Green Valley's staff receives district and campus professional development to cultivate a high-quality team capable of meeting diverse student needs. Based on assessment data and campus needs, campus leaders provide numerous opportunities for professional development throughout the year. Teachers are included in the Campus Planning Advisory Committee (CPAC) in order to assist with campus decision-making. The CPAC committee meets quarterly (or as needed) with all stakeholders. The committee also utilizes campus surveys to get input from 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
- Parents informed of student progress
- Increased parental involvement
- Smaller class sizes in the upper grades
- Special programs meet the needs of our students in SLS and ECSE
- MTSS works well and is effective for the students being served
- PLCs meet on a regular basis

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While the campus provides weekly PLCs and extended planning time throughout the year, teachers report that the current structure still does not allow enough time to fully analyze data and plan effective, targeted instruction. Teachers express a need for more dedicated time and support to plan collaboratively and address both academic and social-emotional needs of students.
Root Cause: The school schedule is structured to provide teachers with time for deep planning, data analysis, and preparation of targeted instruction. However, while weekly PLCs and occasional extended planning time are built in, they are not sufficient to fully meet the demands of instructional planning and comprehensive student support.

Problem Statement 2 (Prioritized): As the year progressed, behavior challenges began to increase due to inconsistencies in implementing the district and campus-wide behavior management plan.
Root Cause: Certain staff members might not completely grasp the discipline plan, its significance for classroom implementation, and the detrimental effects it can impose on learning. Procedures and guidelines are not being consistently adhered to by staff. Consequently, administrators frequently find themselves expected to resolve behavioral problems before classroom expectations have been properly enforced.

Perceptions

Perceptions Summary

After reviewing the parent survey for the 2024-2025 school year, the Perceptions Committee at GVE discovered that parents feel welcomed by our staff and receive prompt feedback to their questions. They also reported feeling well-informed and supported through different communication channels. In response to these findings, our objective is to cultivate an environment of transparency and assistance for both students and parents, ensuring that our practices consistently reflect the vision, values, mission, and beliefs of our school.

Perceptions Strengths

After conducting a thorough analysis of the teacher/staff survey, parent survey, and attendance data, we have identified several key strengths within our school community:

- Parents consistently report feeling welcomed while visiting the school
- Incidents of bullying have decreased
- Communication has been enhanced through a monthly newsletter
- All communications are available in both English and Spanish
- Crisis situations are rare
- Effective procedures are in place for behavior management card system, and other systems to support teachers
- After-school clubs and organizations contribute to the development of our campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Ninety four percent of students that attend GVE are considered economically disadvantage facing challenges such as unstable housing, and limited mental health support, leading to stress and anxiety that impact their learning and behavior. While some resources are available, students need more consistent, culturally responsive and relevant support to fully engage and succeed in school.
Root Cause: There is a lack of sufficient, consistent, and culturally responsive individualized support systems on campus to meet the complex needs of students. Additionally, staff needs greater awareness and training to provide more empathetic and effective support.

Problem Statement 2 (Prioritized): Despite ongoing efforts to communicate through platforms like School Status, Blackboard, Gator Gazette, and newsletters, many parents remain unaware of or disengaged from these tools. This leads to missed updates on student progress, school events, and support opportunities, ultimately impacting parent involvement and the effectiveness of school-to-home communication.
Root Cause: Many parents are unaware of or do not use the school's communication tools. This may be due to limited access, unfamiliarity with the platforms, or not enough personalized support to help them understand their purpose.

Priority Problem Statements

Problem Statement 1: Despite efforts to promote student attendance, the student attendance rate remains below the GPISD 96.5% target. A large number of students either are absent or tardy on a regular basis which results in a loss of valuable instructional time.

Root Cause 1: Parents sometimes do not prioritize attendance. They also do not understand the educational impact absenteeism and tardies have on their child.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As the year progressed, behavior challenges began to increase due to inconsistencies in implementing the district and campus-wide behavior management plan.

Root Cause 2: Certain staff members might not completely grasp the discipline plan, its significance for classroom implementation, and the detrimental effects it can impose on learning. Procedures and guidelines are not being consistently adhered to by staff. Consequently, administrators frequently find themselves expected to resolve behavioral problems before classroom expectations have been properly enforced.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: A significant portion of students are facing challenges with grasping reading, writing, and math concepts.

Root Cause 3: Teachers do not have a thorough understanding of how to scaffold instruction to meet the needs of all learners. Teachers need coaching and ongoing professional development on how to effectively scaffold and deliver Tier 1 instruction and provide a more inclusive learning environment for all students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Ninety four percent of students that attend GVE are considered economically disadvantage facing challenges such as unstable housing, and limited mental health support, leading to stress and anxiety that impact their learning and behavior. While some resources are available, students need more consistent, culturally responsive and relevant support to fully engage and succeed in school.

Root Cause 4: There is a lack of sufficient, consistent, and culturally responsive individualized support systems on campus to meet the complex needs of students. Additionally, staff needs greater awareness and training to provide more empathetic and effective support.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: While the campus provides weekly PLCs and extended planning time throughout the year, teachers report that the current structure still does not allow enough time to fully analyze data and plan effective, targeted instruction. Teachers express a need for more dedicated time and support to plan collaboratively and address both academic and social-emotional needs of students.

Root Cause 5: The school schedule is structured to provide teachers with time for deep planning, data analysis, and preparation of targeted instruction. However, while weekly PLCs and occasional extended planning time are built in, they are not sufficient to fully meet the demands of instructional planning and comprehensive student support.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Despite ongoing efforts to communicate through platforms like School Status, Blackboard, Gator Gazette, and newsletters, many parents remain unaware of or disengaged from these tools. This leads to missed updates on student progress, school events, and support opportunities, ultimately impacting parent involvement and the effectiveness of school-to-home communication.

Root Cause 6: Many parents are unaware of or do not use the school's communication tools. This may be due to limited access, unfamiliarity with the platforms, or not enough personalized support to help them understand their purpose.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

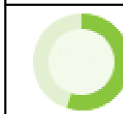
Revised/Approved: August 11, 2025

Goal 1: GVE will support the mental, physical, and emotional safety and health 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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: We will utilize multiple platforms, including Blackboard, School Status, the school website, emails, phone calls, the Facebook page, and flyers, to keep all stakeholders informed about important dates and events on campus. All correspondence will be provided in English and Spanish. **Strategy's Expected Result/Impact:** Utilizing multiple platforms like Blackboard, School Status, the website, emails, Facebook, and flyers, in both English and Spanish, will enhance communication, boost engagement, and ensure that all stakeholders remain informed and connected. **Staff Responsible for Monitoring:** Administrators, front office and the counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** - 199 - Local - $500	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: We will host several events throughout the year to engage our GVE school community, provide additional support for reading, math, and science, and enhance the overall well-being of all students we serve. These events will include STEAM night, Literacy Night, and the Winter Musical. As well as other events where we will partner with PTA to continue building relationships with our parents and students. **Strategy's Expected Result/Impact:** The expected result is stronger community engagement, improved academic support in reading, math, and science, and enhanced student well-being through events like STEAM Night, Literacy Night, the Winter Musical, and partnerships with the PTA. **Staff Responsible for Monitoring:** Administrators, teachers, PTA committee. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - Local - $3,000	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: Every 6-9 wks, teachers and staff will be acknowledged publicly and will be included in our "Teacher Spotlight." Staff recognition and the opportunity to participate in a prize drawing held every quarter will be based on personal achievements, excellent attendance of at least 98%, and outstanding performance and growth shown with their students. **Strategy's Expected Result/Impact:** Through the continuous improvement of our school climate, culture, and student performance, we empower teachers to feel valued, igniting their engagement and deepening their job satisfaction. **Staff Responsible for Monitoring:** GVE Admin and Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Ninety four percent of students that attend GVE are considered economically disadvantage facing challenges such as unstable housing, and limited mental health support, leading to stress and anxiety that impact their learning and behavior. While some resources are available, students need more consistent, culturally responsive and relevant support to fully engage and succeed in school. **Root Cause**: There is a lack of sufficient, consistent, and culturally responsive individualized support systems on campus to meet the complex needs of students. Additionally, staff needs greater awareness and training to provide more empathetic and effective support.
Problem Statement 2: Despite ongoing efforts to communicate through platforms like School Status, Blackboard, Gator Gazette, and newsletters, many parents remain unaware of or disengaged from these tools. This leads to missed updates on student progress, school events, and support opportunities, ultimately impacting parent involvement and the effectiveness of school-to-home communication. **Root Cause**: Many parents are unaware of or do not use the school's communication tools. This may be due to limited access, unfamiliarity with the platforms, or not enough personalized support to help them understand their purpose.

Goal 1: GVE will support the mental, physical, and emotional safety and health for all students and staff

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: 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. **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. **Staff Responsible for Monitoring:** Assistant Principal, counselor, teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: The Foundations/Sunshine committee will revise the new G.R.E.A.T discipline management plan to create a school-wide discipline plan tailored to the needs of our campus. This plan will include rules, consequences, and rewards. It will be integrated into the campus-wide discipline management plan and implemented in every classroom. **Strategy's Expected Result/Impact:** This strategy's expected result is to decrease overall discipline **Staff Responsible for Monitoring:** Administrators, Foundation committee members. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 199 - Local - $500	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increase school culture and participation and develop leadership skills. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199 - Local - $500	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4: During the school year, the counseling department will collaborate with campus administration and CIS to provide informative counseling support sessions for both parents and students. These sessions will be available to all students, including those in need of anger management, counseling services, and additional resources for homeless and migrant families. Parents will also be invited to various parent engagement opportunities, such as Coffee and Donuts with Parents, Father's Take Your Child to School, and Sweets with Someone Special. **Strategy's Expected Result/Impact:** Positive and healthy relationship between teachers, parents, students and the school. **Staff Responsible for Monitoring:** Counseling Department and CIS **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 - Local	Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 5: 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:** Reducing behavioral incidents and fostering an environment where students and staff feel a sense of belonging and safety at school. **Staff Responsible for Monitoring:** Counselor and Staff **Funding Sources:** - 199 - Local - $150	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: As the year progressed, behavior challenges began to increase due to inconsistencies in implementing the district and campus-wide behavior management plan. **Root Cause**: Certain staff members might not completely grasp the discipline plan, its significance for classroom implementation, and the detrimental effects it can impose on learning. Procedures and guidelines are not being consistently adhered to by staff. Consequently, administrators frequently find themselves expected to resolve behavioral problems before classroom expectations have been properly enforced.

Goal 1: GVE will support the mental, physical, and emotional safety and health 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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students attendance percentage will increase and tardiness will decrease. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools **Funding Sources:** Ice Popsicles, Pizza, Snacks, Popcorn - 199 - Local - $55	No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** Students attendance percentage will increase and tardiness will decrease. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Incentives - 199 - Local - $140	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: Students who are chronically absent will be monitored daily followed by a parent conference to address the attendance issues. **Strategy's Expected Result/Impact:** Students attendance percentage will increase. **Staff Responsible for Monitoring:** Administrators Teachers, Counselor CIS PEIMS Clerk **TEA Priorities:** Improve low-performing schools	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: GVE will support the mental, physical, and emotional safety and health for all students and staff

Performance Objective 4: Green Valley Elementary is committed to teaching safety practices and protocols to 100% of students and staff.

High Priority

Evaluation Data Sources: We will complete staff training at the beginning of the year and continue practicing throughout the year, with regular reminders of expectations through announcements.

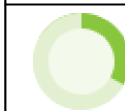
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: We will update the crisis emergency response plans, train staff during our beginning-of-the-year professional development training, and conduct practice drills. **Strategy's Expected Result/Impact:** The expected result would be that all staff and students will follow all crisis and emergency response protocols to maintain a safe and secure campus. **Staff Responsible for Monitoring:** Crisis Emergency Team	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: GVE will ensure improved student achievement and post-secondary readiness

Performance Objective 1: GVE Faculty and Staff will work collaboratively to increase all student performance and academic growth on STAAR and TELPAS exams to move out of comprehensive support.

High Priority

Evaluation Data Sources: District Assessments, Unit Tests, Campus Assessments, STAAR Data, and ongoing Running Records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Build instructional capacity for our teachers utilizing the DDI model in relation to skills & strategies through coaching (instructional support), PLC meetings and Extended Planning Meetings which would focus on lesson internalization, professional development, and academies designed to provide students with student-centered instruction to improve student performance in all content areas. **Strategy's Expected Result/Impact:** The expected result is for more effective TIER 1 instruction, which would directly impact how our students learn and perform on different assessments given throughout the year. This would also be shown through improved scores compared to 24-25 local assessments given throughout the year. **Staff Responsible for Monitoring:** Campus Admin, CIC's, Teachers K-5, and the DLAC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Special Education - 199 - Local, - 199 - Bilingual, - 199 - Local, - 211 - Title I, Part A, - 000 - Grant Funds	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: We will ensure that all teachers in grades Pre-K to 5 are keeping a running record and use a data-driven instructional model to monitor student growth and provide early interventions. **Strategy's Expected Result/Impact:** As teachers maintain the data tracking charts, this will allow them to close the existing gaps as they are discovered early in the process of learning. **Staff Responsible for Monitoring:** Admin, CICs and the Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - Title I, Part A, - 199 - Bilingual, - 199 - Local	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A significant portion of students are facing challenges with grasping reading, writing, and math concepts. **Root Cause**: Teachers do not have a thorough understanding of how to scaffold instruction to meet the needs of all learners. Teachers need coaching and ongoing professional development on how to effectively scaffold and deliver Tier 1 instruction and provide a more inclusive learning environment for all students

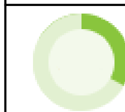
School Processes & Programs
Problem Statement 1: While the campus provides weekly PLCs and extended planning time throughout the year, teachers report that the current structure still does not allow enough time to fully analyze data and plan effective, targeted instruction. Teachers express a need for more dedicated time and support to plan collaboratively and address both academic and social-emotional needs of students. **Root Cause**: The school schedule is structured to provide teachers with time for deep planning, data analysis, and preparation of targeted instruction. However, while weekly PLCs and occasional extended planning time are built in, they are not sufficient to fully meet the demands of instructional planning and comprehensive student support.

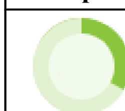
Goal 2: GVE will ensure improved student achievement and post-secondary readiness

Performance Objective 2: GVE will utilize data systems to track discipline, attendance, and interventions, and create incentives that all students can participate in based on the explained guidelines.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Each month, campus administrators will run Skyward discipline reports, attendance reports, and GVE intervention trackers. Administrators will track and respond to discipline referrals within 24 hours. They will maintain the RaaWee system and the campus attendance tracker to address attendance issues. Additionally, administrators will collaborate with the CICs to ensure that interventions are being properly documented. **Strategy's Expected Result/Impact:** GVE will be able to track discipline, attendance, and intervention data and respond to improve student learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** - 000 - Grant Funds	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
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-1st will participate in an event on campus and 2nd - 5th grade students will have the opportunity to go on a field trip at the end of the year. **Strategy's Expected Result/Impact:** The overall student attendance rate will increase from 94% to 96%, and tardiness will decrease. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - Local	 Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Despite efforts to promote student attendance, the student attendance rate remains below the GPISD 96.5% target. A large number of students either are absent or tardy on a regular basis 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 and tardies have on their child.

Goal 2: GVE will ensure improved student achievement and post-secondary readiness

Performance Objective 3: GVE will improve student performance on the TELPAS exams in the 2025-26 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
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. **Strategy's Expected Result/Impact:** Improve students' TELPAS proficiency levels compared to 2025 TELPAS scores in 2026. **Staff Responsible for Monitoring:** Administrators, RLA CICs, and Campus leadership team. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - 000 - Grant Funds	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: A significant portion of students are facing challenges with grasping reading, writing, and math concepts. **Root Cause**: Teachers do not have a thorough understanding of how to scaffold instruction to meet the needs of all learners. Teachers need coaching and ongoing professional development on how to effectively scaffold and deliver Tier 1 instruction and provide a more inclusive learning environment for all students

Goal 3: GVE will provide a wide range of student opportunities for all students

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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
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. **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. **Staff Responsible for Monitoring:** Administrators Teachers Coaches **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Gator-Aiders, Boys & Girls Club - 199 - Local - $500, Honor Choir - 199 - Local - $750, UIL, Robotics, Technology - 199 - Local - $500	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Continue programs promoting fitness and health such as First Tee, Sports Club, and Olympiad. **Strategy's Expected Result/Impact:** Students will become aware of healthy habits. **Staff Responsible for Monitoring:** PE Coach Teachers Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - Local - $500	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: GVE will employ, develop, and retain 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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
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. **Strategy's Expected Result/Impact:** Better prepared staff, Student success **Staff Responsible for Monitoring:** District Personnel **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Continue to provide technology training in grade book, Eduphoria, e-mail, and district technology proficiency for new teachers and current staff. **Strategy's Expected Result/Impact:** Successful use of technology devices and programs. **Staff Responsible for Monitoring:** Administration TIS CIC's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: GVE will employ, develop, and retain high-quality staff

Performance Objective 2: Green Valley will provide leadership opportunities to support those interested in leadership and to enhance the skills of those pursuing leadership in the future. This will include participation in the AAA(Aspiring Administrators Academy) and the ACA (Aspiring Counselors' Academy).

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Assign teachers to leadership committees and encourage them to be the sponsors or coordinators of campus and district events, and clubs. **Strategy's Expected Result/Impact:** Teachers will become more involved in the development of our campus increasing accountability throughout. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: GVE will employ, develop, and retain high-quality staff

Performance Objective 3: Recruit and retain highly qualified staff.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Attend job fairs to recruit highly qualified teachers. Select staff based on the needs of the campus and the committee decision. **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 Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Recognize staff members for their achievements and student growth. **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 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: New and returning teachers will receive a mentor teacher to provide additional support and guidance in order to enhance instruction. **Strategy's Expected Result/Impact:** Highly qualified new employees support will increase student success and decrease turnover rates. **Staff Responsible for Monitoring:** Administrators Mentor Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: GVE will employ, develop, and retain high-quality staff

Performance Objective 4: Implement strategies to monitor & increase staff attendance. Provide incentives to encourage staff to meet our attendance goal of 97%.

High Priority

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

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Sept</th><th>Dec</th><th>Feb</th><th>May</th></tr>
<tr><td>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.
Strategy's Expected Result/Impact: Teachers will value and understand the importance of attendance.
Staff Responsible for Monitoring: Administrators

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture</td><td>Some Progress</td><td></td><td></td><td></td></tr>
<tr><td colspan="5">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

Goal 5: GVE will demonstrate 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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: We will utilize information such as campus observations, staff input to keep equipment up to date, and replace as needed. **Strategy's Expected Result/Impact:** Equipment and materials are updated as needed. **Staff Responsible for Monitoring:** Administrators District Personnel **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: The campus principal will meet regularly with the financial clerk to ensure proper budgetary planning and to ensure that all funds are allocated and in alignment with the CIP. **Strategy's Expected Result/Impact:** Budget expenditures align with campus instructional needs and to ensure no fiscal procedure irregularities occur. **Staff Responsible for Monitoring:** Campus Principal Principal's secretary				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: GVE Staff will work together to 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 STAAR 2025-2026 SCHOOL YEAR.

High Priority

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

Goal 6: GVE Staff will work together to 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 on the 2025-26 school year.

High Priority

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

Goal 6: GVE Staff will work together to 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 2025-26 school year.

High Priority

Evaluation Data Sources: Locally developed assessments, district assessments, and TELPAS exams.

Campus Funding Summary

199 - Attendance Incentive Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,266.00
				+/- Difference	$3,266.00

199 - Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$500.00
1	1	2			$3,000.00
1	2	2			$500.00
1	2	3			$500.00
1	2	4			$0.00
1	2	5			$150.00
1	3	1	Ice Popsicles, Pizza, Snacks, Popcorn		$55.00
1	3	2	Incentives		$140.00
2	1	1	Special Education		$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	2			$0.00
3	1	1	UIL, Robotics, Technology		$500.00

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Honor Choir		$750.00
3	1	1	Gator-Aiders, Boys & Girls Club		$500.00
3	1	2			$500.00
				Sub-Total	$7,095.00
				Budgeted Fund Source Amount	$64,319.00
				+/- Difference	$57,224.00

000 - Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	2	1			$0.00
2	3	1			$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**
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$67,585.00
				Grand Total Spent	$7,095.00
				+/- Difference	$60,490.00