

Galena Park Independent School District



Green Valley Elementary School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[Instructional Snapshot-GVE.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 5, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Texas Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 4

How many district staff members will be responsible for capacity building with this campus?

10

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Region 4 annual contract - \$30,000 - paid for by LASO Cycle 3 grant
\$10,000 - Salaries for student intervention providers - paid for by the LASO Cycle 3 grant.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

We already have LASO cycle 3 funds in place for these actions. The district would not utilize the Region 4 contract without the grant, but we would implement the DDI/TIL process and interventions independently.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

We have provided a targeted support coach to help GVE implement these strategies. Additionally, the campus has 3 instructional coaches and 1 additional Assistant Principal to ensure a strong leadership team supports success at Green Valley Elementary.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

District Created

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

166

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Quarterly	CBA's are used for instructional decision making
Benchmark		District	BOY/MOY/EOY	Intervention planning
Interim		District	Semester	Science Interim given to provide science specific interventions.
STAAR Released Test		District	Semester	RLA & Math
Other	Unit Tests - Checks for understanding	District	Bi-Monthly	End of Unit Check for understanding
Other	Daily Checks	Campus	Daily	Identify misconceptions in real time

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Green Valley has implemented Growth Monitoring Charts to track student growth and historical data. The students will also have a tracking document in reading and math.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus supports students who need interventions in multiple ways. This past summer, GVE offered an invitation-only Summer Camp to students who needed additional reading support. These students also received additional math instruction. After the year began, we implemented additional supports, including small-group interventions that allow the teacher to re-teach and re-assess in class, and after-school tutorials that will begin on September 28. As students show mastery of the TEKS they are struggling with, we will adjust each student's plan.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Grade Level and Contents through the DDI process

How frequently will PLCs occur?

Grades PK-5 will have weekly PLCs of 45 minutes. In addition, 3-5 teachers are provided with a 45 minute extended planning time once a week. PK-2 teachers are provided with this extended time every other week.

Who will facilitate PLCs?

Campus administrators, in conjunction with campus instructional coaches.

Who is required to attend PLCs?

All grade-level teachers.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Please see the agenda below for the critical components of the PLC structure at Green Valley.

Upload PLC agenda (optional):

[Agenda Math 26-27.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	The Principal meets with the Instructional Leadership Team to collaborate on the effectiveness of our Campus Foci. Together, we identify trends and patterns that may require us to address additional professional development during Extended Planning or on our designated Campus PD Days. We also revisit our tiered list for teachers to assess whether they should remain on the same tier or if they have improved enough to move to a less intensive support tier. Finally, we review the most current data to evaluate our progress and determine whether additional instructional strategies need to be implemented to ensure the success of our students.	LaKeisha Washington	Principal, Administrators, Campus Instructional Coaches and the Targeted Support Coach
Principal Manager	Our Region 4 Case Manager meets monthly with our principal manager to ensure TIL/DDI implementation is going well. Additionally, she provides campus support coaching and observational alignment.	Rene Oneal	Jaime Rocha
Teacher	District personnel, campus instructional coaches, and campus administrators are collaborating to provide weekly TIL/DDI and instructional practice training.	District personnel, campus instructional coaches, and campus administrators	GVE teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Differentiation of training for inexperienced or ineffective teachers is prescriptive, based on observations conducted by both administrators and campus instructional coaches. Observational data is discussed and utilized to provide specific training based on staff needs. Follow-up training is provided after initial implementation and post-training observations to refine practices and instructional understanding.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus will utilize the district's Instructional Snapshot form to evaluate the implementation of training and provide teachers with feedback. This instructional focus areas on the form are chosen specifically to address Green Valley Elementary's administration's areas for consistent monitoring. In addition, Fundamental 5 teacher actions are evaluated on the form. Once completed, the form is emailed directly to the teacher to provide immediate feedback.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will benefit from support and additional training provided by District personnel, as well as guidance from our Region 4 Case Manager on effective leadership practices that enhance campus success. Furthermore, teachers will receive assistance in differentiating the support necessary to effectively serve students within special programs and those belonging to special populations, including SPED, MTSS, LEP, 504, and others.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

All campus coaches will be trained in DDI/TIL processes and engage in weekly planning sessions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Leadership team, Region 4 Case Manager, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC weekly agendas

Support Needed – What training, coaching, resources, or tools are required?

Principal Manager support, C&I curriculum resources

Milestone 2

Description – What specific action or deliverable will be completed?

Individual student historical data review and goal setting conferences

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher data goal trackers

Support Needed – What training, coaching, resources, or tools are required?

Professional development days to track data.

Milestone 3

Description – What specific action or deliverable will be completed?

Extended Planning has been added to the Master Schedule. Grades 3-5 meet weekly and Grades Pk-2 alternate Mondays and Fridays.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Master Schedule

Support Needed – What training, coaching, resources, or tools are required?

Campus Calender and District Assessment Calenders will be needed in order to create the schedule

Milestone 4

Description – What specific action or deliverable will be completed?

Extended Planning has been added to the Master Schedule. Grades 3-5 meet weekly and Grades Pk-2 alternate Mondays and Fridays.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Master Schedule

Support Needed – What training, coaching, resources, or tools are required?

Campus Calendar and District Assessment Calendars will be needed in order to create the schedule

Milestone 5

Description – What specific action or deliverable will be completed?

Utilization of campus professional development days to train teachers and review recent student data

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators Instructional Coaches Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher progress monitoring trackers

Support Needed – What training, coaching, resources, or tools are required?

Teacher data trackers

Milestone 6

Description – What specific action or deliverable will be completed?

Strategic Planning sessions focused on District Assessment data will be conducted at the end of the 1st semester to prepare for focused campus improvement in the spring semeste

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Manager, DCSI, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

District Assessment Data, Observation Data, and Teacher and Special Population Tracking Sheets

Support Needed – What training, coaching, resources, or tools are required?

Focused time for strategic planning sessions.

Milestone 7

Description – What specific action or deliverable will be completed?

Collaborative Instructional Walks conducted by campus administration and district personnel

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators District Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Instructional Snapshot Form feedback

Support Needed – What training, coaching, resources, or tools are required?

District personnel support

Milestone 8

Description – What specific action or deliverable will be completed?

Strategic Planning sessions focused on STAAR data will be conducted at the end of the school year to prepare for the 27-28 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Manager Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

STAAR data
T-TESS data
Campus Calendar

Support Needed – What training, coaching, resources, or tools are required?

Focused time for strategic planning

Milestone 9

Description – What specific action or deliverable will be completed?

Review District and State Testing data to ensure teachers are placed effectively.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed Master Schedule

Support Needed – What training, coaching, resources, or tools are required?

None

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The Green Valley Campus Instructional team is meeting weekly to review observation and feedback data. Additionally, they attend all TIL/DDI planning and data analysis meetings. The principal manager meets with the principal monthly to discuss teacher and student progress. Finally, the district leadership team, including the DCSI, meets with the superintendent weekly to discuss GVE progress.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The principal manager will work with the campus principal to review progress toward milestones, determine next steps, and support staff in implementing initiatives.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected both formally and informally through meetings and based on reports which measure the frequency of classroom visits. We will also look at data regularly to determine the effectiveness of what is being implemented. If adjustments are needed, then the team will discuss the course of action.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

An initial public meeting will be held on October 5, 2026 to inform the Board and constituents of the campus' plan. Once initiated, the principal manager will work with the campus principal to share progress with district leadership and other stakeholders. Any needed follow-ups with district leadership and/or community leaders will be scheduled, if necessary.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	50
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	50
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	50
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

19

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

26

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

10

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—