Birdville Independent School District

Green Valley Elementary

2026-2027 Initial Plan



Mission Statement

GATORS ARE A FUN COMMUNITY OF ACADEMICALLY DRIVEN SCHOLARS WHO ARE GOAL ORIENTED, HARD WORKING, AND EMPOWERED TO BE LIFE-LONG LEARNERS IN A LOVING ENVIRONMENT

Vision

GATORS MODEL KINDNESS AND COMPASSION WITH A GROWTH MINDSET WHILE WE INSTILL A LOVE OF LEARNING TO COLLABORATE AND ENCOURAGE EVERYONE TO ACHIEVE.

GATORS ARE DIFFERENCE MAKERS!

Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Green Valley is located in North Richland Hills in Tarrant County and is part of Birdville Independent School District. It is a small neighborhood school that serves the immediate community as well as a large number of open enrollment students from surrounding areas.

Demographics Breakdown:

406 total students

Male: 51.7%

Female: 48.3%

White: 56.7%

Hispanic/Latino: 22.9%

Black/African American: 5.4%

Asian: 6.7%

American Indian/Alaska Native: .2%

Two or More: 8.1%

Special Programs:

Economically Disadvantaged: 28.6%

Limited English Proficient: 6%

Dyslexic: 5%

504 Students: 5%

Gifted and Talented: 17%

Special Education: 17.2%

Average Daily Attendance: 96.8%

Demographics change of note:

In the past five years, the total number of students has decreased, and the percentage of economically disadvantaged students and special education students has increased.

Demographics Strengths

Our campus demonstrates several demographic strengths, including a low mobility rate that supports consistency and strong relationships, as well as high student achievement. Our increasingly diverse population enriches the school community, while growth in the GATE program reflects expanding opportunities for advanced learners. Additionally, SPED enrollment numbers remain steady, allowing for consistent support and services for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group.
Root Cause: We added additional specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.

Student Learning

Student Learning Summary

Historical STAAR Data by subject and Grade Level:

3rd Math:

Year	Approaches	Meet	Mast
2019	95	77	48
2021	88	60	37
2022	82	62	38
2023	91	69	31
2024	**82**	**47**	**19**
2025	**86**	**60**	**28**
2026	82	55	24

4th Math:

Year	Approaches	Meet	Mast
2019	90	68	44
2021	93	78	59
2022	88	68	43
2023	85	62	29

Year	Approaches	Meet	Mast
2024	**83**	**75**	**35**
2025	**80**	**55**	**33**
2026	90	74	29

5th Math:

Year	Approaches	Meet	Mast
2019	100	86	71
2021	98	88	67
2022	99	85	53
2023	93	67	36
2024	**91**	**71**	**36**
2025	**89**	**74**	**41**
2026	91	74	35

3rd RLA:

Year	Approaches	Meet	Mast
2019	92	72	61
2021	94	77	53
2022	89	72	51
2023	91	73	43

Year	Approaches	Meet	Mast
2024	**89**	**73**	**34**
2025	**90**	**78**	**42**
2026	91	78	45

4th RLA:

Year	Approaches	Meet	Mast
2019	92	75	44
2021	96	75	54
2022	94	79	56
2023	97	76	39
2024	**95**	**83**	**55**
2025	**93**	**81**	**47**
2026	96	78	52

5th RLA:

Year	Approaches	Meet	Mast
2019	98	73	39
2021	95	77	64
2022	96	82	69
2023	94	82	62

Year	Approaches	Meet	Mast
2024	**91**	**75**	**42**
2025	**92**	**83**	**62**
2026	90	78	57

5th Science:

Year	Approaches	Meet	Mast
2019	90	70	35
2021	91	69	34
2022	97	79	32
2023	81	59	37
2024	**73**	**47**	**15**
2025	**90**	**67**	**44**
2026	84	58	37

Historical Data - Pre-K-2 Percentage of Students on Level at End of Year based on reading assessment.

Grade	On level at EOY 2021	On level at EOY 2022	On level at EOY 2023	On level at EOY 2024	On level at EOY 2025	**On level end of 2026**
PK	-	Rapid letter naming Rapid Vocab	91%/95%	90%/90%	**95%/100%**	95%/100%

Grade	On level at EOY 2021	On level at EOY 2022	On level at EOY 2023	On level at EOY 2024	On level at EOY 2025	**On level end of 2026**
K	73%	75%	72%	64%	**66%**	93%
1	58%	64%	56%	56%	**75%**	84%
2	64%	59%	63%	53%	**68%**	82%

Green Valley holds high academic standards for all students to reach their fullest potential, with high expectations in every content area and grade level. Based on student performance on STAAR, our students have consistently outperformed or grown more than the State in multiple subjects at all performance levels during the last three years.

Student Learning Strengths

STAAR scores have historically been higher than state, region, and district levels.

Green Valley has demonstrated exceptional academic performance across various subjects and grade levels, consistently surpassing state and regional benchmarks. In Reading/ Language Arts (RLA), students in the 3rd, 4th, and 5th grades have scored at or above state and regional levels, showcasing strong literacy skills. Similarly, our 3rd, 4th, and 5th grade students have consistently excelled in Math, surpassing state performance for three consecutive years, reflecting our commitment to maintaining high academic standards in numeracy. In 2025 and 2026 we received 6 out of 6 distinctions from TEA alongside an A rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From 2025-2026 there were 51 students/tests that did not earn full growth points.
Root Cause: Lack of focus on individuals including high-achievers to ensure one year's growth for all scholars.

School Processes & Programs

School Processes & Programs Summary

Green Valley Elementary adheres to state and district expectations regarding curriculum and instructional practices including the the BISD Tier one priorities.

Green Valley has extensive curricular programs for all students. Beginning in Pre-Kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, BISD departments including Counseling Services, Advanced Academics, Career and Technical Education (CTE), and Multilingual provide various resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, Green Valley has support systems in place for students behind their peers. A wide range of support systems are provided to students, which may include:

Full Day Pre-K

Dyslexia support

EB support (Bilingual classrooms PK-5th, ESL support PK - 12)

Special Education services

Accelerated Instruction

School Processes & Programs Strengths

Our campus takes on new initiatives and implements them with fidelity such as Bluebonnet math, ST math, Aware testing, having a plan to implement technology and what that looks like each year. Problem solving conversations and vertical teams working together. Having data folders and building them together and everyone being on board to use them. Vertical PLCs ensured the math curriculum was implemented with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective.
Root Cause: We began building capacity in this area, but are still working to fine tune processes & utilize required protocols that provided needed time for teachers without losing instruction time.

Perceptions

Perceptions Summary

Data based on district safety survey in Spring of 2025:

Student survey shows 89% of students have a trusted adult on campus. That is a 2% decrease from the year prior.

96 percent of students reported feeling safe on campus, which is an increase of 16% from the prior year, and 96% report having a friend they trust which is a 5% increase.

Parent safety survey revealed 97% of parents feel school is safe and orderly and 90% report their student has a trusted adult at school, 92% report respect for all is emphasized.

Staff survey revealed 96% of staff feel this campus is a safe and orderly, and 92% report respect for all is emphasized.

Perceptions Strengths

Birdville ISD has a well-developed safety plan that teachers and students understand. The district continues to strengthen our plan by having scheduled trainings and drills throughout the year that involve local governmental organizations. Green Valley follows all district safety procedures and protocols throughout the year and has been recognized for our efforts by the student services department multiple times.

The district safety survey shows that our parents and teachers maintain positive perceptions regarding our campus.

Skilled educators who are passionate, nurturing, and trained in early childhood development. Students feel safe, physically and emotionally. We have a well-rounded curriculum that includes not just reading, writing, and math, but also science, arts, physical education, and social studies. We have very strong partnerships with our PTA, and our families support learning at home and school. We teach empathy, resilience, cooperation, and emotional regulation in the general education classroom and we have parent programs. We have connections with the wider community, through events, partnerships, and service projects.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Student Safety survey shows we decreased from 92% of students feel they can talk to a trusted adult on campus to 89%, our goal is for all scholars to have trusting connections with adults on campus.
Root Cause: Teachers need to focus on building trusting connections with all scholars.

Priority Problem Statements

Problem Statement 1: From 2025-2026 there were 51 students/tests that did not earn full growth points.

Root Cause 1: Lack of focus on individuals including high-achievers to ensure one year's growth for all scholars.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The Student Safety survey shows we decreased from 92% of students feel they can talk to a trusted adult on campus to 89%, our goal is for all scholars to have trusting connections with adults on campus.

Root Cause 2: Teachers need to focus on building trusting connections with all scholars.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective.

Root Cause 3: We began building capacity in this area, but are still working to fine tune processes & utilize required protocols that provided needed time for teachers without losing instruction time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group.

Root Cause 4: We added additional specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 5th grade for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), State interim and STAAR data for grades 3-5

Strategy 1 Details
Strategy 1: Provide quality Tier 1 instruction for every scholar by maximizing district resources especially Bluebonnet math and reading, and implementing Tier 1 priorities in Pre-k through 5th grade. **Actions:** -Utilize grade level PLCs in collaboration with Instructional Facilitator to implement tier 1 priorities. -Train staff during professional learning sessions after each district LOL (leaders of learners) meeting. -Utilize campus resources including Instructional Facilitator to provide support for campus and classroom implementation of Bluebonnet Math. -Utilize RLA, math and science vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom including all aspects of Bluebonnet Math and Reading curriculum. -Provide additional resources such as ThinkUp mentoring minds to support Tier 1 instruction and continued growth for all students including high-achieving students in science. -Utilize prekindergarten teachers to provide a foundation to our youngest students by meeting academic, social, and emotional needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams

Strategy 2 Details

Strategy 2: Provide and monitor a comprehensive professional learning plan to address the needs of staff members.

Actions: -Identify needs based on goals of each individual teacher - TTESS2
-Implement framework that facilitates relevant professional learning for staff.
-Allocate resources to support professional learning plan. (including content based professional learning and Professional Conferences addressing Social and Emotional Needs of Scholars)
-Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop)
-Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels
-Utilize instructional facilitator and new teacher mentor to support new hires.

Staff Responsible for Monitoring: Campus Administration
Instructional Staff
Professional Learning Communities - Grade Level, Leaders of Learners Team

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 5th grade in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: STAAR Data indicating overall Reading/Language Arts, Math, and Science improvement. MTSS (Multi-tiered System of Supports) data sheets and collboratives

Strategy 1 Details
Strategy 1: Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA (Plan, Do, Study, Act) process, and data folders in the classroom. **Actions:** -Build capacity in the area of continuous improvement through campus professional learning and professional learning communities. -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and campus data. -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus including student data folders. -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric. -Utilize Continuous improvement processes to strengthen instruction and assist teachers in supporting learning for all scholars. **Staff Responsible for Monitoring:** Campus Administration Leaders of Learners Team Instructional Staff

Strategy 2 Details
Strategy 2: Implement PDSA process and data analysis through grade level and vertical PLCs to ensure growth and performance of all students. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus professional learning and grade level meetings. - Utilize PLC time to review STAAR data, interim data, student grades, reading levels, and other district screener data, then create plans based on said data. - Utilize MTSS collaboratives to review assessment data and create tiered plans for students based on individual needs. -Provide responsive instruction based on scholar data to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle and data analysis. -Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels. -Implement MTSS (Multi-Tiered System of Supports) processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 scholars during small group instruction. -Build capacity in instructional areas through regular professional learning and professional learning communities to ensure student learning needs are met. -Provide enrichment for tier 1 groups based on individual data. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Scholars will display dispositions indicative of high levels of social-emotional development as measured by district administered student survey.

Evaluation Data Sources: survey data, walk-through data, parent and teacher feedback

Strategy 1 Details
Strategy 1: Utilize CharacterStrong, guidance lessons, and Conscious Discipline skills, powers, and structures at the campus level to model and teach social-emotional skills. **Actions:** -Provide professional learning for all staff regarding Social-Emotional strategies, structures, and skills. -Utilize the campus team to assist with implementing Conscious Discipline skills and strategies. -Provide support to campus team by providing virtual consultations through Conscious Discipline throughout the school year. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and small groups throughout the school year. -Teachers will utilize the Character Strong program throughout the school year. -Build capacity in Social-Emotional Behavior through campus professional learning, and sending staff to conferences. -Utilize Crisis Counselor to provide support to students in areas of social-emotional behavior. -Provide parent education opportunities to deepen parent understanding of Conscious Discipline. **Staff Responsible for Monitoring:** Campus Administration Counselor Interventionists Academic Coach

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of scholars assigned to behavioral RTI tiers 2 and 3.

Evaluation Data Sources: MTSS collaborative meeting notes and data

Strategy 1 Details
Strategy 1: Implement the district behavioral MTSS plan. **Actions:** -Follow district protocols and procedures. -Utilize Social emotional behavior strategies to support scholars through behavior interventions. -Teach all scholars executive skills and strategies. -Utilize Crisis Counselor to provide support to scholars in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Administration, Counselor, instructional staff

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: At least 90% of the pre-kindergarten scholars will be "On Track" by EOY assessment based on the data from the Circle assessment

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details
Strategy 1: Provide quality instruction and support for pre-kindergarten scholars, and involve them and their families in school programs. **Actions:** -include pre-k scholars in all campus programs. -track scholar growth and create plans for scholars not meeting targets based on CIRCLE data. -Pre-k teachers will meet with pre-k coordinator and/or coach to review CIRCLE data. **Staff Responsible for Monitoring:** pre-k team, coordinator, coach, and admin

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved scholar retention, recruitment, and days in attendance.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details
Strategy 1: Develop and implement a campus program to increase scholar and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders. -Monitor and make adjustments to the attendance plan throughout the year as needed. -Track scholar attendance. -Provide incentives that encourage scholar attendance. -Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, etc... **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk Instructional Staff Counselor

Strategy 2 Details
Strategy 2: Hire, train, and retain high quality staff members across the campus. **Actions:** a) Utilize grade-level teams to interview and hire new staff. b) Utilize campus professional learning to build connections and build teams. c) Utilize Gallup Strengths during campus Professional Learning to build collaboration and unity. d) Utilize Conscious Discipline strategies to give teachers tools for supporting their own well-being and that of their scholars. **Staff Responsible for Monitoring:** Admin Staff

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Partner with PTA and community organizations to provide community service and giving opportunities for scholars.

Evaluation Data Sources: Scheduled service projects, clothing/food drives with timeline for completion.

Strategy 1 Details
Strategy 1: Provide opportunities allowing scholars to authentically learn and practice civic responsibility. **Actions:** Provide all staff with staff shirts to be worn at school wide activities and events including Meet the Teacher, Open House, and every Friday for our campus spirit days. Provide scholars with opportunities to display civic responsibility through service projects and giving opportunities such as clothing drives for BISD Clothes Connection, food drive, toy drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, and others. -Induct new members into National Elementary Honor Society and plan service projects **Staff Responsible for Monitoring:** Counselor Instructional Staff Campus Administration

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of scholars and staff who report feeling safe at school.

Evaluation Data Sources: District safety survey

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** -Follow all district procedures related to safety and security. -Utilize routines and strategies in all classrooms such as safe-keeper ritual and school family structures. **Staff Responsible for Monitoring:** Campus Administration Counselor Instructional Staff

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: District Report

Strategy 1 Details
Strategy 1: Implement a district-provided program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** campus administration and all staff

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Campus will utilize continuous improvement to strengthen systems and fully comply with district safety procedures.

Evaluation Data Sources: Navigate 360 reports
Safety Committee Meeting notes

Strategy 1 Details
Strategy 1: 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, Navigate 360, etc.). 2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather. 3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement. 4) All staff will participate in Safe School training provided by BISD. **Actions:** Record of drills conducted, After Incident Reports detailing areas of concern and/or areas of strength, Follow up communication to staff regarding the drills, Report prepared to send to Student Services/State of Texas Teach scholars the procedures, locations and expectations for and during all types of drills. **Staff Responsible for Monitoring:** Campus Administration All Staff Members