

Dkt fxknng"Kp fgrgp fgpv"Uejqqn" Fkuvtkev

I tggp"Xcnng{ "Gng o gpvct{

4244/4245"Ec o rwu"K o rtqxo gpv"Rncp

Accountability Rating: A

Distinction Designations:

Cecfgoke"Cejkgxgo gpv"kp"Gpinkuj"Ncpicig"CtvulTgcfkpi

Cecfgoke"Cejkgxgo gpv"kp"Ocvjgocvkeu

Rquvugeqpfct{"Tgcfkpguu

Xcnwg"Uvcvg o gpv

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

Eq o r t g j g p u k x g " P g g f u " C u u g u u o g p v

Demographics

Demographics Summary

439 total students

Male: 51.12%

Female: 48.88%

White: 68.33%

Hispanic/Latino: 17.38%

Black/African American: 3.1%

Asian: 4.29%

American Indian/Alaska Native: 0.48%

Two or More: 6.43%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Green Valley Elementary School

Average Daily Attendance: 97.7% (Student Services report)

Problem Statements Identifying Demographics Needs

Problem Statement 1: There continues to be concern for scholars within specific student groups (Hispanic, African American, SpEd, and At-risk) not closing the achievement gap with their peers outside of these particular groups. **Root Cause:** Lack of utilization of formative & pre-assessments to target TEKS for reinforcement. - - - Focus upon strengthening Tier 1 instruction in ways that accelerate everyone beyond intervention.

School Processes & Programs

School Processes & Programs Summary

Connect ~ Innovate ~ Empower

Across the Disciplines ~ Standards Posted: Teachers & Scholars reference & reinforce.

5 E Middle Science
5 E Middle Science ~ Inquiry

Mathematics

ELA & Reading

Social Studies

2 5 E Middle Science ~ Inquiry

5 E Middle Science ~ Inquiry

eei š rŷ

Science

Mathematics

ELA & Reading

Social Studies

Hands-On Real World Learning Experiences Empowering Writers Resources incorporated as a supplemental resource K-5

Kinder EW - book & activity cards

First Grade EW - Sentence a Day

2nd Grade Supplemental resources - Patterns of Power

3rd Grade EW - Editing and Revising & Grammar lessons

4th Grade EW Supplemental resource - Editing & Revising & Grammar lessons

5th Grade Supplemental resource/Grammar lessons

Perceptions

Perceptions Strengths

Selfie traits, Character Strong SEL lessons, Daily Pledge focused upon kindness toward others are in place and woven throughout the fabric of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause:** Implementation and walking out Selfie

Rtkqtkv{"Rtqdnng o "Uvcvg o gpvu

Eq o r t g j g p u k x g " P g g f u " C u u g u u o g p v " F c v c " F q e w o g p v c v k q p

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
STAAR released test questions

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and 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
- Study of best practices
- Other additional data

I qnu

Strategy 2 Details	Reviews
<p>Strategy 2: Embed literacy instruction in all content areas (across the disciplines).</p> <p>Actions:</p>	

Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in Texas Teacher Reading Academies as part of the requirements under House Bill 3.</p> <p>Actions: New teachers in Kinder, 2nd and 3rd grade will be trained in Year 1 and begin implementing the strategies as supported by their cadre coaches.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Staff Reading Academy Cadre Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

Performance Objective 2: Increase performance indicating Student Progress on the state accountability system by 5 percentage points over 2023

HB3 Goal

Evaluation Data Sources: STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2023 TARGETS)


Strategy 1 Details	Reviews
Strategy 1: Establish and implement a system of continuous improvement for the cla } oal	


Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.


Performance Objective 3: Maintain high level of performance on Domain III. (Closing Performance Gaps) of the state accountability system.


Evaluation Data Sources: Domain III.
2022-23 Goal = 100%

Strategy 1 Details	Reviews			
<p>Strategy 1: Align campus interventions to BISD framework with the goal of building strong, equitable, and responsive learning environments to close learning gaps and create opportunities for scholars participating in special programs.</p> <p>Actions: a) Recommendations will be scholar centered to create a coordinated plan designed to close learning gaps and personalize a learning plan for historically under performing scholar groups. (LPAC, Response to Intervention Meetings, ARD and 504 meetings) b) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas c) Tutoring support of House Bill 4545 for scholars in 4th and 5th grade who did not pass the STAAR assessment in reading and math,.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor Interventionists Academic Coach</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$155,152, ESSER Tutors - ESSER - \$1,843</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

Performance Objective 4: Increase the number of campus distinction g

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 1: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: a) PLC Notes

b) Agendas

c) Newsletters

d) Meeting notes

e) Lesson plans

f) Other documents that reflect our approach to PDSA

Strategy 1 Details	Reviews
Strategy 1:	

Goal 2:

Strategy 2 Details	Reviews
Strategy 2:	

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 3: Establish goals for K-5 scholar participation in community service projects.

Evaluation Data Sources: Scheduled service projects with timeline for completion.

Reviews Strategy 1 Details	Reviews
<p>Strategy 1: Provide for opportunities allowing scholars to authentically learn and practice civic responsibility.</p> <p>Actions: a) Implement authentic learning activities in the social studies content for scholars to learn and have a greater appreciation for the historical relevance of civic responsibility. (Social Studies curriculum documents)</p> <p>b) Provide scholars with the opportunity to display civic responsibility through project-based learning (Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department prog</p>	

Reviews

Reviews

Reviews


Goal 2:


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


Performance Objective 2: Staff will ensure that scholars are given the opportunity to learn and work in a safe environment.


Evaluation Data Sources: Safety and security concerns will be regularly reviewed and addressed by campus administration and head custodian. Immediate concerns will be forwarded to the appropriate district department(s).

Strategy 1 Details	Reviews			
<p>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.).</p> <p>2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.</p> <p>3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement.</p> <p>4) All staff will participate in Safe School training provided by BISD.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration All Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

E c o r w u " H w p f k p i " U w o o c t {

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	1	3	Academic Coach		\$0.00
1	3	1	Intervention Personnel		\$155,152.00
2	2	1	Crisis Counselor		\$0.00
Sub-Total					\$155,152.00
Budgeted Fund Source Amount					\$155,152.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSER Tutors		\$1,843.00
Sub-Total					\$1,843.00
Budgeted Fund Source Amount					\$1,843.00
+/- Difference					\$0.00
Grand Total Budgeted					\$156,995.00
Grand Total Spent					\$156,995.00
+/- Difference					\$0.00