

**Birdville Independent School District**  
**Green Valley Elementary**  
**Improvement Plan**  
**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

**Together we build connections through innovative leadership to empower lifelong learners.**

***The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.***

## Vision

**All scholars succeed in a future they create.**

## CORE Values

**Responsibility**

**Empathy**

**Kindness**

**Honesty**

**Acceptance**

**Courage**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 470 total students

Male: 52.4%

Female: 47.6%

White: 68.9%

Hispanic/Latino: 15.3%

Black/African American: 4.5%

Asian: 4.5%

American Indian/Alaska Native: 0.6%

Two or More: 6.2%

At Risk: 17.7%

Economically Disadvantaged: 18.3%

Free Lunch: 16.9%

Reduced Lunch: 3.4%

Limited English Proficient: 5.5%

Mobility Rate: 5.3 %

Dyslexic: 2.8%

Gifted and Talented: 14.1%

Special Education: 9%

Average Daily Attendance: 96.6%

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Meets Level performance on STAAR was not met and targeted percentage for Master Level performance of STAAR decreased in every grade level and in every subject area except Mathematics. **Root Cause:** Instructional practices have moved away from incorporating the Elements of Depth and Complexity across the disciplines. Failure to incorporate higher thinking and design complex lessons that encourage critical thinking. Lack of utilization of formative assessments to target TEKS for reinforcement.

# Student Achievement

## Student Achievement Summary

<b>STAAR - MEETS Level Performance</b>	<b>2018 TARGET Percentage</b>	<b>2018 Actual Percentage</b>	<b>2019 TARGET Percentage</b>	<b>2019 Actual Percentage</b>	<b>2020 TARGET Percentage</b>
Math	86	79	84	78	83
Reading	88	79	84	60	65
Writing	68	68	73	58	63
Science	77	70	75	70	75

<b>STAAR - MASTERS Level Performance</b>					
Math	58	48	53	56	61
Reading	63	52	57	48	53
Writing	36	28	33	26	31
Science	47	36	41	35	40

## Student Achievement Strengths

2019 Green Valley earned 2 out of 6 Distinctions

ELA/Reading & Postsecondary Readiness

Q1 Grade 3 Reading Masters Performance = 61%

Q1 Grade 4 Reading Masters Performance = 45%

Q1 Grade 4 Writing Performance = 45%

Q1 Grade 3 Accelerated Student Growth in Mathematics = 50%

Q1 Grade 5 Mathematics Performance = 70%

Q1 Percent of STAAR Results at MEETS Grade Level or Above (All Subjects) = 72%

Q1 Percent of STAAR Results Grades 3-5 at Meets Grade Level or Above (All Subjects) = 67%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Green Valley failed to meet the 2019 Target percentage score for Master Level performance across all tested subject areas except Mathematics. The Meets Level performance targets were also not met. **Root Cause:** Failure to design rigorous lessons that encourage deeper critical thinking . Lack of utilization of formative assessments to target TEKS.

# School Culture and Climate

## School Culture and Climate Summary

### CORE Value Goals

Classrooms with Goals (%): 2020 Target = 100%



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Connect ~ Innovate ~ Empower

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

Science	Mathematics	ELA & Reading	Social Studies
5 E Model (K-5)	Workshop Model	Workshop Model	I-SPY Cards
Use Stemscores, Edusmart & AIMS as primary resources	Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Integrated with Reading & Writing
Mentoring Minds -THINK UP Resources for Grades 3- 5	UPS Check Strategy	Fountas & Pinnell Materials, Resources, Assessment (Gr. K-5) Norma Jackson - primary resource - Rubric & Strategies - Posted in ELAR classrooms	Teachers Pay Teachers - Supplemental Resources
DATA FOLDERS PDSA Address Multiple Intelligences	Mentoring Minds THINK UP for Grades 2-5 DATA FOLDERS /PDSA Address Multiple Intelligences	Patterns of Power (K-5) Balanced Literacy approach to instruction Mentoring Minds THINK UP Resources for Writing (Gr. 3 & 4) & Reading for Grades 2-5 DATA FOLDERS / PDSA Address Multiple Intelligences	DATA FOLDERS /PDSA Flocabulary Resources - Gr. 5 US History Address Multiple Intelligences
Elements of Depth & Complexity posted and incorporated across the disciplines (product based) Hands-On Real World Learning Experiences	SMART (Scholars Moving Around Teachers) Time - Intervention Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Address Multiple Intelligences SMART Time - Intervention Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)

**Science**

**Mathematics**

Hands-On Real World Learning Experiences

**ELA & Reading**

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

**Social Studies**

## **School Context and Organization**

### **School Context and Organization Summary**

#### 3.2 Science Laboratory Safety Standards

Classroom Meeting (%): Target = 100%

#### 3.3 Perception of Campus Safety

Students/Staff Reporting (%): Target 95%

#### 3.5 Student Learning Needs Met

Students Reporting (%): Target 95%

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

# Goals

**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 1:** Increase overall Student Achievement as measured by grade level appropriate assessments and for grades 3-5, the state of Texas accountability system.

**Evaluation Data Sources:** 2020-21 Goal = 100% of scholars will meet the expectation for growth based on their personalized data.

**Summative Evaluation:** None

**Strategy 1:** Implement Tier I Priorities within each content area.

**Actions:** (a) Provide teachers with actionable feedback relating to Tier I Priority implementation. (Classroom observations - walk throughs & formal observations)

(b) Provide necessary resources to implement Tier I priorities. (Mentoring Minds Think Up for Gr. 3 Math, Reading and Science, Gr. 4 Math, Reading, Science and Writing, and Gr. 5 Math, Reading & Science)

(c) Evaluate and monitor the efficacy of the implementation of Tier I Priorities. (Classroom observations/walk throughs, RTI/Response to Intervention Collaborative Meetings)

(d) Utilize screener data to provide differentiated Tier I instruction. (informal data review and RTI Collaborative meetings)

**Staff Responsible for Monitoring:** Campus Administration

Instructional Staff

Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Mentoring Minds THINK UP Series for grades 2-5 (PTA Funds 50%) 199 - General Funds \$9,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Embed literacy instruction in all content areas (across the disciplines).

**Actions:** (a) Utilize grade level and content appropriate strategies to address literacy. (Use Curriculum documents for lesson planning)  
View Curriculum Previews

(b) Attend training to deliver literacy strategies across the disciplines and across the curriculum. (BISD Curriculum Previews, Norma Jackson Training/Consulting, Fountas & Pinnell Literacy Workshops, Mentoring Minds Webinar & Consultant)

(c) Plan literacy in the Tier I priorities in each content area. (Lesson Plans)

**Staff Responsible for Monitoring:** Campus Administration  
Instructional Staff  
Professional Learning Communities - Horizontal by Grade Level and Vertical K-5

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Workshop/Consultant Fees 199 - General Funds \$5,000

**Formative**

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**June**



**Strategy 3:** Provide and monitor a comprehensive professional learning plan to address the needs of staff members.

**Actions:** (a) Identify needs based on goals of each individual teacher - TTESS

(b) Implement framework that facilitates personalized learning for staff.

(c) Allocate resources to support professional learning plan. (Norma Jackson, Fountas & Pinnell Literacy Workshops, CAST Science Conference, TAPHERD PE Conference, Math Workshops, Gifted and Talented PD/ Workshops & Conferences, SPED Conferences, Professional Conferences addressing Social and Emotional Needs of Scholars, Ron Clark Academy - Incorporating Rigor and Building Relationships)

(d) Utilize district provided processes to manage evidence of learning. (Walk throughs, lesson plans, professional learning history in Eduphoria Workshop)

**Staff Responsible for Monitoring:** Campus Administration

Instructional Staff

Professional Learning Communities - Grade Level, Leaders of Learners Team, Site Based Decision Making Team

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Workshop Attendance 199 - General Funds \$5,000

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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 2:** Increase performance indicating Student Progress on the state accountability system by 5 points over 2019

**Evaluation Data Sources:** STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2021 TARGETS)





**Summative Evaluation:** None

<b>Strategy 1:</b> Establish and implement a system of continuous improvement for the classroom.	
<p><b>Actions:</b> a) Campus training attendance roster for update on expectations regarding continuous improvement practices.</p> <p>b) Utilize rubric to monitor implementation of CI practices in the classroom.</p> <p>c) Refine Vertical PK-5 plan to implement Continuous Improvement processes.</p> <p>d) Personal Data Collection for each scholar PK-5</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leaders of Learners Team Instructional Staff Counselor</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b></p>
	<p><b>Problem Statements:</b> None</p>
	<p><b>Funding Sources:</b> Supplies and materials for data binders/folders/page protectors/etc 199 - General Funds \$1,000</p>
<p>  No Progress              Accomplished              Continue/Modify              Discontinue         </p>	

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

**Evaluation Data Sources:** Domain III.  
2020-21 Goal = 100%

**Summative Evaluation:** None

<b>Strategy 1:</b> 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><b>Actions:</b> 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)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Interventionists Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
	<b>Summative</b>
	<b>June</b>
	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	

**Performance Objective 4:** Increase the number of campus distinction designations earned. (Campus in 2019 - 2 out of 6)

**Evaluation Data Sources:** Summer 2020 = Campus Distinctions will increase to 6 out of 6 based on Comparable Schools data.

Goal: Q1 in ALL Academic AREAS

**Summative Evaluation:** None

**Strategy 1:** Develop and implement a campus program to increase scholar and staff attendance.

Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, marquee, etc...

**Actions:** a) Ensure that each class/grade level designs and implements improvement plan strategies to increase scholar attendance.

b) Design and implement improvement plan strategies to increase staff attendance.

c) Award coupons for perfect attendance donated by local businesses

d) Recognize CLASS with the overall best attendance rate each six weeks

**Staff Responsible for Monitoring:** Campus Administration

Attendance Clerk  
Instructional Staff  
Counselor

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Scholar and Staff Attendance Awards 199 - General Funds \$1,000

**Formative**

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**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** All scholars and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** Throughout the 2020-2021 school year, 100% of classrooms will develop and monitor class goals concerning character development using the CORE values and Sanford Harmony.

**Evaluation Data Sources:** Campus data as evidenced in classrooms, counselor's room and throughout the building (main hall display to include highlighted CORE Value/Sanford Harmony Gator Greats each six week period)

**Summative Evaluation:** None

**Strategy 1:** Infuse Community of Respect Everywhere (CORE) and Sanford Harmony values into all elements of the school culture.

Provide experiences for scholars to recognize connections between Scholarly Behaviors and exemplifying the CORE Values and Sanford Harmony.

- Actions:** a) Ensure delivery of scholar tasks that provide scholars with experiences to develop CORE values and Sanford Harmony.
- b) Implement activities designed to integrate CORE values and Sanford Harmony throughout the campus. (Library and Computer Lab)
- c) Deliver classroom counseling lessons aimed at addressing suicide prevention and bullying warning signs to include information regarding resources and strategies. (Hope Squad Jr.)
- d) Implement a Digital Citizenship and Safety program focused on internet safety to include social networking concerns for grades 4-5.
- e) Participate in APEX Fun Run Leadership lessons designed to promote and encourage positive behaviors relating to the CORE Values and Sanford Harmony. Help scholars make connections between CORE Values, Sanford Harmony, and Leadership lessons.
- f) Utilize Overcoming Obstacles Program K-5
- g) Classroom Mission Statements are developed to promote and reinforce CORE VALUES and Sanford Harmony.

**Staff Responsible for Monitoring:** Counselor

Instructional Staff

Technology EA

Campus Administration

SBDM Team

Hope Squad Jr. - Counselor, Plata and Shupp & selected 5th grade scholars

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

CORE Value T-Shirts and Gator Greats Yard Signs 199 - General Funds: Special Projects \$500

**Formative**

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**Jan**

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**Summative**

**June**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 2:** Establish goals for K-5 scholar participation in community service projects.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide for opportunities allowing scholars to authentically learn and practice civic responsibility.	
<p><b>Actions:</b> a) Implement authentic learning activities in the social studies content for scholars to learn and have a greater appreciation for 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 program, Pennies for Patients Program, and Tree Ring Yearbooks (trees are planted for each yearbook sold).</p> <p>c) Kinder scholars pick up trash at Green Valley park on Earth Day as a reminder to care for our planet.</p> <p>d) Flocabulary - Grade 5 US History</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p> <p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	

**Performance Objective 3:** All scholars will participate in school and community activities, including co- and extra- curricular, that extend their learning, enhance leadership development and allow for deeper connections to their community.

**Evaluation Data Sources:** Year end calendar noting participation in school and community events.

**Summative Evaluation:** None

**Strategy 1:** Integrate programs and conditions to provide children the opportunity to develop their talents, strengths and passions beyond the core curriculum.

**Actions:** a) Provide scholars with opportunities to identify their strengths and build on them in ways that enhance and extend their thinking. Help them to discover their talents, interests and strengths. (Utilize Multiple Intelligence strategies and acknowledge and address learning differences.)

b) Provide venues for scholars to demonstrate their understanding and personal integration of social, physical, and emotional wellness. (Valley Voices Choir, Gator Graphics Art Club, SWAT [Scholars Working to Advance Technology] Club, Battle of the Books, Spelling Bee, Destination Imagination, and Yearbook Committee, CORE Kids, Hope Squad Jr.)

**Staff Responsible for Monitoring:** Campus Administration

Specials Area Teachers  
Interventionists  
Battle of the Books Coaches  
Spelling Bee Coordinator  
Instructional Staff

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

**Performance Objective 1:** Science labs will meet the district's safety requirements.

**Evaluation Data Sources:** All required safety equipment will be included in the lab. Teachers will complete required training on safe use of the lab and equipment. Chemicals will be locked until needed for lab usage.

**Summative Evaluation:** None

**Strategy 1:** Science Materials Manager will attend meetings as scheduled by BISD Science Coordinator.

2) Science Lab needs and/or safety concerns will be communicated to campus administration to address.

3) Science Materials Manager will meet with K-5 Science Vertical Professional Learning Community in regards to lab organization and expectations.

**Actions:** Neat and orderly lab,  
organized materials,  
updated consumable stock of materials and supplies,  
labeled cabinets with supplies needed for labs,  
system in place for lab usage

**Staff Responsible for Monitoring:** Campus Administration  
Science Materials Manager  
Head Custodian  
K-5 Science Goal Team Representatives

**Title I Schoolwide Elements:** None

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**

Science Lab Consumable Supplies 199 - General Funds \$300

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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).

**Summative Evaluation:** None

- Strategy 1:** 1) Staff will review emergency procedures as noted on BISD flip chart.
- 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.  
 All Staff will attend BISD Training provided by NRH & Partner Police Departments

**Staff Responsible for Monitoring:** Campus Administration  
 All Staff Members

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Addendums