Birdville Independent School District

Green Valley Elementary

2023-2024 Improvement Plan

Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

Table of Contents

Comprehensive Needs Assessment

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 **met** the target with a TELPAS progress rate of 67%. In 2021-2022 Green Valley Elementary School again **met** the target with a TELPAS progress rate of 57%. In comparing the progress rate from 2021 and 2022, Green Valley Elementary School demonstrated a 10% point **decrease** in students' English language development.*

At Risk: 19.05%

Economically Disadvantaged: 17.86%

Free Lunch & Reduced Lunch: 17.86%

Limited English Proficient: 2.9%

Mobility Rate: 5.3 % - - _____

Dyslexic: 6.3%

Gifted and Talented: 13.8%

Special Education: 10.49%

Average Daily Attendance: 97.7% (Student Services report)

Demographics change of note: The number of at risk students has increased from 19% to 40% from 2021-2023.

Demographics Strengths

Green Valley Elementary has a low percentage of economically disadvantaged students.

Demographics are remaining consistent without a lot of change outside of percentage of at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 targeted instruction based on individual student data including tier 1 instruction and intervention.

Student Learning

Student Learning Summary

Historical STAAR Data by subject and Grade Level:

3rd Math:

Year	Appr	Meet	Mast
2019	95	77	48
2021	88	60	37
2022	82	62	38
2023	**91**	**69**	**31**

4th Math:

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

5th Math:

Year	Appr	Meet	Mast
2019	100	86	71

Year	Appr	Meet	Mast
2021	98	88	67
2022	99	85	53
2023	**93**	**67**	**36**

3rd RLA:

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

4th RLA:

Year	Appr	Meet	Mast
2019	92	75	44
2021	96	75	54
2022	94	79	56
2023	**97**	**76**	**39**

5th RLA:

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

5th Science:

Year	Appr	Meet	Mast
2019	90	70	35
2021	91	69	34
2022	97	79	32
2023	**81**	**59**	**37**

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

Grade	On level at EOY 2021	On level at EOY 2022	**On level at EOY 2023**
PK	-	Rapid letter naming Rapid Vocab	**91%/95%**

Grade	On level at EOY 2021	On level at EOY 2022	**On level at EOY 2023**
K	73%	75%	**72%**
1	58%	64%	**56%**
2	64%	59%	**63%**

Student Learning Strengths

I high percentage of scholars are reaching the approaches level on STAAR math and reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Green Valley failed to increase STAAR performance in 3rd-grade reading (masters), 3rd grade math (masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (meets and masters), 5th grade reading (approaches and masters) and 5th-grade math (approaches, meets & masters), and 5th-grade science (approached and meets).   **Root Cause:** Lack of targeted instruction based on individual student data, and lack of vertical alignment.

School Processes & Programs

School Processes & Programs Summary

Science	Mathematics	ELA & Reading	Social Studies
5 E Model (K-5) Use Stemscopes, Edusmart &	Workshop Model Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Workshop Model Differentiated to incorporate strategies that promote rigor, relevance, and engagement Fountas & Pinnell Materials, Resources, Assessment (Gr. K-5)	I-SPY Cards Integrated with Reading & Writing
Mentoring Minds -THINK UP Resources for Grades 3- 5	UPS Check Strategy	Patterns of Power (K-5) Balanced Literacy approach to instruction	
DATA FOLDERS PDSA	Mentoring Minds THINK UP for Grades 3-5		DATA FOLDERS /PDSA
	DATA FOLDERS /PDSA	DATA FOLDERS / PDSA	Flocabulary Resources - Gr. 5 US History
	SMART (Scholars Moving Around Teachers) Time - Intervention	SMART Time - Intervention	
Hands-On Real World Learning Experiences			
	Hands-On Real World Learning Experiences		

School Processes & Programs Strengths

Campus has access to comprehensive curriculum documents and resources through Birdville ISD. Teachers have access to a plethora of resources to support student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.   **Root Cause:** Campus administration turnover over the last 4 years has affected building capacity in this area.

Perceptions

Perceptions Summary

Data based on district safety survey in Spring of 2023:

Student survey shows 90% of students have a trusted adult on campus. 81 percent of students reported feeling safe on campus. Only 61 percent of students recognized a positive behavior system on campus, and only 51% reported receiving training on social skills, conflict resolution, and other social emotional related skills.

Parent safety survey revealed 93 percent of parents felt their student had a trusted adult at school and 90 percent consider the campus safe and orderly. 68 percent reported knowledge of a positive behavior intervention system, and only 38 percent agreed that students receive training on social skills and other related topics.

Staff survey revealed 70 percent of staff felt capable of implementing the campus positive intervention system. 76 percent of staff reported that student receive training on social skills and related skills. 89 percent of staff consider the campus safe and orderly.

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 (Prioritized): Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions.   **Root Cause:** Lack of focus on Social Emotional Needs

Priority Problem Statements

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 1: Lack of targeted instruction based on individual student data including tier 1 instruction and intervention.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Green Valley failed to increase STAAR performance in 3rd-grade reading (masters), 3rd grade math (masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (meets and masters), 5th grade reading (approaches and masters) and 5th-grade math (approaches, meets & masters), and 5th-grade science (approached and meets).

Root Cause 2: Lack of targeted instruction based on individual student data, and lack of vertical alignment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.

Root Cause 3: Campus administration turnover over the last 4 years has affected building capacity in this area.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions.

Root Cause 4: Lack of focus on Social Emotional Needs

Problem Statement 4 Areas: Perceptions

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

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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

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

Goals

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 1: Every scholar will make at least one year's progress in reading and math between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Scholar reading levels measured by district screeners and STAAR testing, and district math screeners including star Renaissance and mClass data

Strategy 1 Details	Reviews			
Strategy 1: Provide quality Tier 1 instruction for every scholar by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: -Utilize grade level PLCs in collaboration with academic coach and Digital Learning Specialist to implement tier 1 priorities. -Train staff during professional learning sessions after each district LOL (leaders of learners) meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize RLA and math vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom. -Provide additional resources such as ThinkUp mentoring minds to support Tier 1 instruction and continued growth for all students including high-achieving students. -Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams **Problem Statements:** Demographics 1 **Funding Sources:** Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds $3000) - 199 - General Funds: SCE - $6,700, Intervention Personnel - 199 - General Funds: SCE				

Strategy 2 Details				Reviews			
Strategy 2: Align processes that encourage and facilitate personalized learning for scholars in reading and math in order to increase overall achievement and close achievement gaps in core content areas.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Actions: -Utilize Continuous improvement processes to strengthen instruction and assist teachers in supporting learning for all scholars. -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 intervention and 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:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level and Vertical K-5 **Problem Statements:** Student Learning 1							

Strategy 3 Details				Reviews			
Strategy 3: Provide and monitor a comprehensive professional learning plan to address the needs of staff members.				**Formative**			**Summative**
Actions: -Identify needs based on goals of each individual teacher - TTESS				**Nov**	**Jan**	**Mar**	**June**
-Implement framework that facilitates relevan 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 SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Grade Level, Leaders of Learners Team **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Workshop Attendance - 199 - General Funds - $2,000, Academic Coach - 199 - General Funds: SCE							

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 targeted instruction based on individual student data including tier 1 instruction and intervention.

Student Learning
Problem Statement 1: Green Valley failed to increase STAAR performance in 3rd-grade reading (masters), 3rd grade math (masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (meets and masters), 5th grade reading (approaches and masters) and 5th-grade math (approaches, meets & masters), and 5th-grade science (approached and meets).   **Root Cause**: Lack of targeted instruction based on individual student data, and lack of vertical alignment.

School Processes & Programs
Problem Statement 1: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.   **Root Cause**: Campus administration turnover over the last 4 years has affected building capacity in this area.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, district assessments and screeners.

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	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric **Staff Responsible for Monitoring:** Campus Administration Leaders of Learners Team Instructional Staff **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: -Review expectations for teachers regarding PDSA process and best practices during campus PD 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 listed above and create tiered plans for students based on individual needs. -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Administration, academic coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** ESSER tutors - ESSER - $1,843, MTSS Support personnel - ESSER				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
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 targeted instruction based on individual student data including tier 1 instruction and intervention.

Student Learning
Problem Statement 1: Green Valley failed to increase STAAR performance in 3rd-grade reading (masters), 3rd grade math (masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (meets and masters), 5th grade reading (approaches and masters) and 5th-grade math (approaches, meets & masters), and 5th-grade science (approached and meets).   **Root Cause**: Lack of targeted instruction based on individual student data, and lack of vertical alignment.

School Processes & Programs
Problem Statement 1: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.   **Root Cause**: Campus administration turnover over the last 4 years has affected building capacity in this area.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

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	Reviews			
Strategy 1: Utilize CharacterStrong, guidance lessons, and structures at the campus level to teach social-emotional skills.	**Formative**			**Summative**
Actions: -Provide professional learning for all staff regarding Social Emotional Strategies, structures, and skills.	**Nov**	**Jan**	**Mar**	**June**
-Utilize the campus team to assist with implementing skills and strategies. -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 conferences. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Campus Administration Counselor Interventionists Academic Coach **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause**: Lack of focus on Social Emotional Needs

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

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	Reviews			
Strategy 1: Implement the district behavioral MTSS plan.	**Formative**			**Summative**
Actions: -Follow district protocols and procedures. -Utilize Social emotional behavior strategies to support scholars through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to scholars in areas of social-emotional behavior.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Counselor, instructional staff **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause**: Lack of focus on Social Emotional Needs

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

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	Reviews			
Strategy 1: Provide quality instruction and support for pre-kindergarten scholars, and involve them and their families in school programs.	**Formative**			**Summative**
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 teacher will meet with pre-k coordinator and/or coach to review CIRCLE data. **Staff Responsible for Monitoring:** pre-k team, coordinator, coach, and admin **Problem Statements:** Demographics 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
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 targeted instruction based on individual student data including tier 1 instruction and intervention.

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: 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		Reviews			
Strategy 1: Develop and implement a campus program to increase scholar and staff attendance.		**Formative**			**Summative**
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 and staff attendance -Provide incentives that encourage staff and 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 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Scholar and Staff Attendance Awards - 199 - General Funds - $1,000		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Hire, train, and retain high quality staff members across the campus.		**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Admin Staff **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify		X Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.   **Root Cause**: Campus administration turnover over the last 4 years has affected building capacity in this area.

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions.   **Root Cause**: Lack of focus on Social Emotional Needs

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 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			Reviews		
Strategy 1: Provide for opportunities allowing scholars to authentically learn and practice civic responsibility.			**Formative**		**Summative**
Actions: -Provide scholars with opportunities to display civic responsibility through service projects and giving opportunities (Could include: Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, Collecting and donating gently used books to Cook's Children's, Pennies for and Patients Program). -Induct new members into National Elementary Honor Society andplan service projects **Staff Responsible for Monitoring:** Counselor Instructional Staff Campus Administration **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions.   **Root Cause**: Lack of focus on Social Emotional Needs

Goal 3: All scholars 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		Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.		**Formative**			**Summative**
Actions: -Follow all district procedures related to safety and security. -Utilize SEL strategies in all classrooms such as safe-keeper ritual and school family structures. **Staff Responsible for Monitoring:** Campus Administration Counselor Instructional Staff **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions.   **Root Cause**: Lack of focus on Social Emotional Needs

Goal 3: All scholars 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	Reviews			
Strategy 1: Implement a district-provided program that promotes an accident-free work environment.	**Formative**			**Summative**
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 **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause**: Lack of focus on Social Emotional Needs

Goal 3: All scholars 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	Reviews			

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
 	
    Problem Statements: Perceptions 1
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

     0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause**: Lack of focus on Social Emotional Needs

State Compensatory

Budget for Green Valley Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Green Valley Elementary

Name	Position	FTE
Jennifer Hansen	Dyslexia	1
Melissa Garner	MTSS	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Intervention Personnel		$0.00
1	1	1	Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds $3000)		$6,700.00
1	1	3	Academic Coach		$0.00
				Sub-Total	$6,700.00
				Budgeted Fund Source Amount	$155,152.00
				+/- Difference	$148,452.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	ESSER tutors		$1,843.00
1	2	2	MTSS Support personnel		$0.00
				Sub-Total	$1,843.00
				Budgeted Fund Source Amount	$1,843.00
				+/- Difference	$0.00
				Grand Total Budgeted	$156,995.00
				Grand Total Spent	$8,543.00
				+/- Difference	$148,452.00