Galena Park Independent School District

Green Valley Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Green Valley is committed to inspiring students to achieve the highest standards and intellectual and personal development through a caring and stimulating learner centered environment.

Vision

At Green Valley, we create an environment to motivate creativity, ignite enthusiasm, and promote safe learning.

Campus Profile

Where We Have Been:

A. History of Campus

Green Valley Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Green Valley Elementary opened its doors in 1958 and serves predominantly minority, economically disadvantaged families. Green Valley sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area.

Currently, Green Valley serves approximately 763 students in grades PPCD three year old program to grade five. Green Valley serves students in both self-contained classrooms and team teaching arrangements. Inclusion is an integral part of our special education programs, providing the least restrictive environment as much as possible. Students identified as English Language Learners are served in a One-Way Dual Language Program.

B. Attendance

Green Valley's enrollment continued to increase over the last few years. Green Valley's current average daily attendance is:

2016 - 2017 ADA: 96.47

2017 - 2018 ADA: 96.14

2018 - 2019 ADA: 96.52

C. Academic Performance History

In 2016-2017, Green Valley received the following accountability: Met Standard; Distinction Designations; ELA/Reading; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2017-2018, Green Valley received the following accountability: Met Standard; Distinction Designations; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2018-2019, Green Valley received the following grade on the State Accountability - C.

D. State Testing Demographics For Campus

Overall STAAR Scores

Year	Reading	Math	Writing	Science
2016-2017	77.4%	81.3%	63.5%	68%
2017-2018	73%	84%	67%	73%
2018-2019	75%	74.3%	60%	70%

Where We Are Now:

A. Demographics:

- English Language Learners- 33%
- Identified disabled through Special Education- 11%
- African American-30.67%
- Hispanic- 63.04 %
- White- 4.19%
- American Indian- 0.13%
- Asian- 0.13%
- Pacific Islander- 0%
- Two or More Races- 1.83%
- Economically Disadvantaged 88%
- Homeless- 4%
- 100% of Green Valley's staff is highly qualified.

B. Current Programs

Our School-wide Title I program consisted of parental involvement activities, after school tutorials, an early intervention teacher, an instructional coach, and a counselor. Our State Compensatory Program utilizes instructional coaches to train teachers in best practices for assisting at-risk students. Our dyslexia teacher is also utilized to work specifically with our dyslexic students. Our Title III Program provides a One Way Dual Language model of instruction for

students in grades K-5, provided by our bilingual teachers and bilingual instructional coach. The campus intervention program (Response to Intervention) identifies students who are below grade level, and provides intervention such as istation and iready. The Special Education programs on campus consist of a PPCD Program for three year old students, a Life Skills class for the lowest functioning students, Speech Therapy targeting articulation and language disorders, and Resource/Inclusion for our learning disabled students accessing grade level curriculum. The campus also has a PASS Program to serve students with emotional and behavioral issues. Teachers work diligently to incorporate technology into their curriculum and instruction. Two computer labs are provided, along with a mobile lab for student use in the classroom. Students participate in multimedia festivals and computer projects on campus during the school year. In addition, the campus gifted and talented program consists of a Journeys and an Encounters group of students. Journeys students complete curriculum based projects that expand the topics for a deeper understanding of the information. Encounters students attend an off campus program weekly that focuses on critical thinking and research based learning. All of these programs have proven to be effective as we have shown growth in all areas.

C. Needs Assessment Survey Results

According to our most recent student survey, 95% of our students feel safe in the classrooms. 96% of the students feel that the adults on campus care about them. 97% of students feel that the adults on campus are helpful to them. Only 76% of students stated that they felt safe in common areas of the school, such as the restrooms and playground. Only 60% of students stated that students treat each other respectfully at the playground and in the cafeteria.

According the parent survey, 98% of parents felt welcomed on campus. 98% of parents agreed that information is sent home in a format that is easy to understand. 87% of parents stated they were given adequate information regarding parent involvement activities on the campus. Nearly 28% of parents stated there are barriers, such as working, other young children,and schedules, that prevent them form attending parent involvement activities.

According to the staff survey, 85% of the staff stated teachers have access to data and know how to use it when making instructional decisions. 90% of staff feels that administration has high expectations of teachers. 94% of staff members believe there are good strategies in place to promote staff attendance. Only 60% of staff believe there is a high quality of family and community support for the school. 49% of the staff believes the campus' top focus should be school wide discipline.

Eighty-five percent of staff felt that professional development, faculty meetings and grade level meetings are focused on improvement.

Where We Are Going

A. Needs Assessment Survey

Based on the staff Needs Assessment survey, we will conduct staff development during the 2019 -2020 school year in the following areas:

- Team Building Activities
- Guided Reading/Guided Math
- Writing
- School-wide Discipline/CHAMPS
- CPI Training
- Differentiation

- Student Engagement
- Kagan

B. Campus Survey

The campus will also focus on the following areas highlighted in the campus survey:

- A safe and positive working and learning environment
- The core curriculum with an emphasis on intervention services and special programs.
- Attendance of students and staff.
- Parent Education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Green Valley Elementary School sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area. The student mobility rate is 24.5%. Green Valley's enrollment fluctuates throughout the year. In 2018, the enrollment was at 763 students. Due to the high mobility, we still have a high number of at-risk students. Sixty-four percent of our students are at-risk. Many of our new students are identified as at-risk or in need of special programs. Eighty-eight percent of our students are economically disadvantaged. The ethnic breakdown of our student population is as follows:

African American-30.67%
Hispanic- 63.04 %
White- 4.19%
American Indian- 0.13%
Asian- 0.13%
Pacific Islander- 0%
Two or More Races- 1.83%

Attendance/Dropout/ Completion Rate, College Readiness Data

School Year	Attendance Percentage
16-17	96.47%
17-18	96.14%
18-19	96.52%

The Demographic committee met and reviewed 2017-2018 absences and current 2018-2019 data. After reviewing the data and discussing past tends our committee determined that we did not meet the state attendance goal of 96.5% due to there being a lack of parental involvement. This is an area of need because it impacts our attendance and the learning of all students. We have found that many parents lack the understanding between the correlation of attendance and academic achievement. However, we determined that by educating our parents and sharing our campus attendance expectations, we can increase their involvement, improve our attendance rates, and in correlation increase student achievement. Likewise, a lack of consequences for students and parents in relation to tardies has been identified. The excessive number of tardies has caused an increase in disciplinary issues and negative classroom climate.

Demographics Strengths

Strengths discussed by the committee include the following:

- Support for new teachers
- Smaller teacher student ratio
- Improved attendance with incentives
- Monitoring system in place to combat student attendance issues

Problem Statements Identifying Demographics Needs

Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Problem Statement 2: The problem identified by the Demographics Committee is that there are numerous students who are tardy everyday. **Root Cause**: The root cause of this problem is lack of student and parent knowledge of campus expectations.

Student Academic Achievement

Student Academic Achievement Summary

The committee looked at the end of the years district and campus assessments, campus survey, TAPR Report, and teacher input. As a results, we found students are not mastering grade level expectations. We determined that by differentiating instruction, setting high expectations, and unpacking the TEKS to produce rigorous and relevant instruction will allow teachers to improve student growth. While reading and writing was a campus, district, and state focus for the 2018-2019 school year we have determined that a gap between reading and writing still exists. There are still many areas where change is needed in order to continue to increase student success.

Student Academic Achievement Strengths

The Student Academic Achievement Committee identified the following as some of our campus strengths:

- Tutorials are readily available
- Support is provided by staff
- Plenty of English academic resources
- Prompt of identification of RTI students
- Relevant staff development is provided

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our campus demonstrates academic gaps in reading and writing for all students. **Root Cause**: This problem is due to the lack of vertical alignment, content-based knowledge, and consistency.

Problem Statement 2: Teachers are inconsistent with differentiating during small groups. **Root Cause**: The root cause for this problem is present due to the lack of knowledge of differentiation strategies, misconceptions, consistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups.

School Processes & Programs

School Processes & Programs Summary

The school processes and programs for Green Valley Elementary School provide students and parents with opportunities to participate in programs that promote social and academic development. Some of the programs available on our campus are led by our counselor to increase parent involvement, provide crisis intervention, and foster community involvement. These programs include Pennies for Patients, Character Education Medal of Honor, Red Ribbon Week, and College and Career Awareness. Other programs available on our campus also consist of the Boys Club (Dukes), Girls Club (Duchess), Robotics, and Academic Decathlon. Among these activities other experiences provide students with opportunities to get involved in in-school and after-school activities provided by ACE, Community in Schools, and our special rotations staff.

School Processes & Programs Strengths

The School Processes & Programs Committee met and determined the following as current strengths on our campus:

- Access to data
- Professional development opportunities
- Family and community support is at 60%
- Parents informed of student progress
- ACE after school program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS. **Root Cause**: The root cause is that teachers are not following through with CHAMPS guidelines.

Problem Statement 2: After reviewing the data we have determined that our Foundations Committee is inconsistent with meeting and planning to minimize campus problems causing a decrease in positive school culture and employee morale. **Root Cause**: The root causes for this problem is due to the lack of consistency, accountability, and priority.

Perceptions

Perceptions Summary

Green Valley Elementary School ensures that our stakeholders, students, and faculty feel welcomed. Here our parents feel welcomed and teachers provide immediate feedback and response to their phone calls. The Perceptions Committee analyzed the parent survey completed for the 2018-2019 school year. According to the survey not only do parents feel welcomed and well informed through an array of communications forms, but 89.88% appreciate the flexibility we provide as a campus for parent meetings. Therefore, as a campus we strive to develop a student and parent culture of open-mindedness and support while ensuring our actions are consistently aligned with our vision, values, mission, and beliefs.

Perceptions Strengths

Through further analysis of the teacher/staff survey, parent survey, and attendance we have identified the following strengths:

- Parents feel welcomed
- Bullying has been reduced
- A weekly focus for staff is present
- Communication is increased through a monthly principal newsletter
- We have a low number of crisis situations
- There are procedures in place for behavior (CHAMPS), order (STEPS), and communication.
- There are clubs or organizations in place to develop the culture of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: After reviewing the data we have determined that campus-wide communication with staff and parents need to be provided in a timely manner. **Root Cause**: The cause of such problem derives from the inconsistent and unclear expectations on how, when, and why timely communication is of importance for our campus to succeed.

Problem Statement 2: We need to provide more opportunities for family and community involvement. **Root Cause**: The root cause is due to the need for improved planning and consistency.

Priority Problem Statements

Problem Statement 1: After reviewing the data we have determined that campus-wide communication with staff and parents need to be provided in a timely manner.

Root Cause 1: The cause of such problem derives from the inconsistent and unclear expectations on how, when, and why timely communication is of importance for our campus to succeed.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: GVE did not meet the attendance goal of 96.5%

Root Cause 2: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The problem identified by the Demographics Committee is that there are numerous students who are tardy everyday.

Root Cause 3: The root cause of this problem is lack of student and parent knowledge of campus expectations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our campus demonstrates academic gaps in reading and writing for all students.

Root Cause 4: This problem is due to the lack of vertical alignment, content-based knowledge, and consistency.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Teachers are inconsistent with differentiating during small groups.

Root Cause 5: The root cause for this problem is present due to the lack of knowledge of differentiation strategies, misconceptions, consistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS.

Root Cause 6: The root cause is that teachers are not following through with CHAMPS guidelines.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: After reviewing the data we have determined that our Foundations Committee is inconsistent with meeting and planning to minimize campus problems causing a decrease in positive school culture and employee morale.

Root Cause 7: The root causes for this problem is due to the lack of consistency, accountability, and priority.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need to provide more opportunities for family and community involvement.

Root Cause 8: The root cause is due to the need for improved planning and consistency.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Green Valley will provide effective communication to promote a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Provide regular communication and recognition for students, parents, and staff.

Evaluation Data Source(s) 1: Parents, students, and staff will be informed of the activities, procedures, and events happening at Green Valley.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to provide regular communication in Eng. & Spanish.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) We will utilize tools to keep parents aware of school functions and events via call outs, keeping website updated and notices. All correspondence will be provided in English and Spanish.	3.2	Administrators	PTA meetings will ensure parents will be informed.	25%	45%	80%	100%
	Problem Statements: Perceptions 1 **Funding Sources**: 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 2) Parent meetings and PTA meetings throughout the year.	3.2	Administrators, counselor, CIS and PTA officers.	Meetings will be held throughout the year.	25%	55%	80%	100%
	Problem Statements: Perceptions 2 **Funding Sources**: 285 - Title IV - 500.00, 199 - Local - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 3) Provide staff members with a weekly "Green Valley Focus" to inform them of activities or events happening throughout the week as well as upcoming activities. Create a healthy environment so staff and students thrive and are productive.	3.2	Administrators	Staff members will be informed.	30%	45%	75%	100%
	Problem Statements: Perceptions 1						
TEA Priorities Improve low-performing schools 4) We will conduct a parent meeting for early childhood students and 5th grade students transitioning.	3.2	Administrators, Classroom Teachers, and Counselor	Students adjust successfully to the grade level.	25%	40%	80%	100%
	Problem Statements: Perceptions 2 **Funding Sources**: 285 - Title IV - 200.00, 199 - Local - 200.00						

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: After reviewing the data we have determined that campus-wide communication with staff and parents need to be provided in a timely manner. **Root Cause 1**: The cause of such problem derives from the inconsistent and unclear expectations on how, when, and why timely communication is of importance for our campus to succeed.
Problem Statement 2: We need to provide more opportunities for family and community involvement. **Root Cause 2**: The root cause is due to the need for improved planning and consistency.

Goal 1: Green Valley will provide effective communication to promote a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Create a healthy environment so staff and students thrive and are productive.

Evaluation Data Source(s) 2: Students and staff are being productive during the school day.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue to provide opportunities for staff to work cohesively in a positive environment.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Implement staff ethics and responsibilities.		District Personnel and Administrators	Staff is responsible and ethical behavior is evident.	30%	40%	80%	100%
	Problem Statements: Perceptions 1						
TEA Priorities Improve low-performing schools 2) Staff treats each other with respect and professionalism.		Administrators and staff	A respectful environment is evident.	25%	60%	80%	100%
	Problem Statements: School Processes & Programs 2						
TEA Priorities Improve low-performing schools 3) Recognize staff members who demonstrate specific values implemented throughout the year.		Administrators	Staff is being ethical and responsible.	25%	45%	75%	
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 1000.00						
TEA Priorities Improve low-performing schools 4) Recognize staff for personal achievements (graduation, babies, accomplishments, etc.)		Administrators and staff	Staff feels appreciated.	25%	55%	70%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 250.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Lunch is provided for staff members with perfect attendance every 9 weeks.		Administrators	Staff will continue to make an effort to be in attendance.	20%	50%	85%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 3000.00						
TEA Priorities Improve low-performing schools 6) Recognize staff with medals at the beginning of the year for 98% or better attendance.		Administrators	Attendance will continue to improve.	100%	100%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 250.00						
TEA Priorities Improve low-performing schools 7) Medals are given to staff members whose students had 90% or better on all assessments.		Administrators	Staff strives to meet the criteria.	100%	100%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 200.00						
TEA Priorities Improve low-performing schools 8) Continue to implement the campus discipline plan.		Administrators and staff	Discipline referrals are minimized	40%	65%	70%	100%
	Problem Statements: School Processes & Programs 1						
TEA Priorities Improve low-performing schools 9) Interactions with students are respectful, positive and supportive.		Administrators and staff	The climate of the school is positive and supportive.	30%	50%	80%	→
	Problem Statements: Perceptions 2						
TEA Priorities Improve low-performing schools 10) Students are recognized for their weekly perfect attendance through a "sock hop".		Administrators and teachers	increased student attendance.	20%	65%	75%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 11) Yearly student perfect attendance field trip.		Administrators and teachers	Increased student attendance.	25%	55%	80%	→
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 12) AR picnic for students who meet their reading goal.		Administrators, Librarian and teachers	Students achieving reading goal.	30%	50%	90%	
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local - 7500.00						
TEA Priorities Improve low-performing schools 13) Game day for 3rd-5th grade students who meet their academic goals.		Administrators and teachers	Students are meeting their goals	20%	55%	80%	100%
	Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 199 - Local - 2000.00						
TEA Priorities Improve low-performing schools 14) Fun day for all students that meet the second semester academic goal.		Administrator and teacher	Students are meeting their goals.	30%	40%	80%	100%
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - Local - 2500.00						
TEA Priorities Improve low-performing schools 15) A special ceremony will be implemented to recognize students who demonstrate specific values throughout the year.		Administrators and teachers	Students demonstrate values.	25%	50%	80%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 16) Recognize staff during Teacher Appreciation Week and throughout the year.		administrators	staff is recognized	25%	60%	80%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 8000.00						
TEA Priorities Improve low-performing schools 17) Implement committees that will help our staff and students thrive so that they are productive.		Administrators	Staff and students are productive.	20%	50%	80%	100%
	Problem Statements: School Processes & Programs 2						
TEA Priorities Improve low-performing schools 18) In September, the foundations committee will be trained on the Foundations program.		Assistant Principal	5% decrease in office referrals as compared to last year.	100%	100%	100%	100%
	Problem Statements: School Processes & Programs 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 19) Continue to meet with the Foundations committee monthly		Assistant Principal, Committee Chairperson , Committee Agenda,	Implementation of Foundations program	30%	60%	85%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - Local - 250.00						
TEA Priorities Improve low-performing schools 20) Continue to implement the Foundations program with all students in order to prevent physical or verbal aggression, sexual harassment, and bullying.		Foundations Committee	Bullying incidences will decrease.	35%	55%	70%	100%
	Problem Statements: School Processes & Programs 2						
TEA Priorities Improve low-performing schools 21) Provide team building activities to create a cohesive working group of teachers		Administrators	Create cohesiveness among teachers and staff.	20%	60%	80%	→
	Problem Statements: School Processes & Programs 2 - Perceptions 1 **Funding Sources**: 199 - Local - 500.00						

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Student Academic Achievement
Problem Statement 1: Our campus demonstrates academic gaps in reading and writing for all students. **Root Cause 1**: This problem is due to the lack of vertical alignment, content-based knowledge, and consistency.
Problem Statement 2: Teachers are inconsistent with differentiating during small groups. **Root Cause 2**: The root cause for this problem is present due to the lack of knowledge of differentiation strategies, misconceptions, consistency in the implementation of small groups, rigor can be subjective, lack of planning time, resources, and procedural components for small groups.

School Processes & Programs

Problem Statement 1: After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS. **Root Cause 1**: The root cause is that teachers are not following through with CHAMPS guidelines.

Problem Statement 2: After reviewing the data we have determined that our Foundations Committee is inconsistent with meeting and planning to minimize campus problems causing a decrease in positive school culture and employee morale. **Root Cause 2**: The root causes for this problem is due to the lack of consistency, accountability, and priority.

Perceptions

Problem Statement 1: After reviewing the data we have determined that campus-wide communication with staff and parents need to be provided in a timely manner. **Root Cause 1**: The cause of such problem derives from the inconsistent and unclear expectations on how, when, and why timely communication is of importance for our campus to succeed.

Problem Statement 2: We need to provide more opportunities for family and community involvement. **Root Cause 2**: The root cause is due to the need for improved planning and consistency.

Goal 2: Green Valley will provide information and opportunities to assist student in preparing for college and career opportunities.

Performance Objective 1: Increase success rate of students achieving college and career readiness indicators.

Evaluation Data Source(s) 1: Students will be provided with rigorous instruction to increase college readiness.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to provide HOTS and challenge them to think outside the box.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) All teachers in grades PK-5 will use Higher Order Thinking Strategies daily in their classrooms to prepare students for college and career readiness.	2.4	Teachers, Administrators	Students are able to use critical thinking skills demonstrated in lesson plans.	60%	60%	90%	
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 285 - Title IV - 250.00, 199-30 - SCE - 250.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our campus demonstrates academic gaps in reading and writing for all students. **Root Cause 1**: This problem is due to the lack of vertical alignment, content-based knowledge, and consistency.

Goal 2: Green Valley will provide information and opportunities to assist student in preparing for college and career opportunities.

Performance Objective 2: Provide comprehensive career, college, and counseling to students.

Evaluation Data Source(s) 2: Students will be exposed to collegiate and career opportunities.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue to work in this area.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Continue to provide anger management counseling services.		Counselor	Students, Parents, and Staff will learn to cope and handle difficult situations.	30%	55%	75%	100%
	Problem Statements: School Processes & Programs 2 - Perceptions 2 **Funding Sources**: 199 - Local - 300.00						
TEA Priorities Improve low-performing schools 2) Implement character education program school wide through the use of counselor and teacher directed character education lessons, as well as implementation of the Medal of Honor Character Program.		Classroom teachers, Counselor, Principal, Assistant Principal	Decreased behavioral incidences.	25%	65%	85%	100%
	Problem Statements: Perceptions 1, 2 **Funding Sources**: 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 3) The counselor will implement anti-bullying activities such as campus anti-bullying pledge in classrooms and on the morning announcements, as well as providing lessons in all classrooms to decrease harassment and bullying.		Counselor	Decreased behavioral incidences.	25%	55%	80%	100%
	Problem Statements: School Processes & Programs 2 - Perceptions 1, 2 **Funding Sources**: 199 - Local - 150.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 4) Continue implementing "Community in Schools" program Continue to Implement the PASS Program. Jr. Achievement - career showcase and activities		Counselor and CIS	Students are given assistance based on their needs. PASS Teacher, Counselor and Administrators. Students are functioning in their classrooms.	30%	60%	75%	100%
	Problem Statements: School Processes & Programs 2 - Perceptions 1, 2 **Funding Sources**: 199 - Local - 300.00						

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: After reviewing the data we have determined that our Foundations Committee is inconsistent with meeting and planning to minimize campus problems causing a decrease in positive school culture and employee morale. **Root Cause 2**: The root causes for this problem is due to the lack of consistency, accountability, and priority.

Perceptions
Problem Statement 1: After reviewing the data we have determined that campus-wide communication with staff and parents need to be provided in a timely manner. **Root Cause 1**: The cause of such problem derives from the inconsistent and unclear expectations on how, when, and why timely communication is of importance for our campus to succeed.
Problem Statement 2: We need to provide more opportunities for family and community involvement. **Root Cause 2**: The root cause is due to the need for improved planning and consistency.

Goal 3: Green Valley will ensure student growth in the tested areas.

Performance Objective 1: Build instructional capacity through coaching (instructional support) and professional development in order to provide students with high quality instruction that is student-centered and integrates technology.

Evaluation Data Source(s) 1: Meet or exceed the state average in all tested areas.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to purchase chrome books for students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Continue to utilize the technology lab weekly.		Teachers	Students will acquire basic technology skills.	35%	60%	80%	100%
TEA Priorities Improve low-performing schools 2) Students will be required to attend weekly technology classes as part of their rotation schedule.		TIS	Increased technology skills.	25%	65%	80%	
TEA Priorities Improve low-performing schools 3) Provide lessons to prepare students for the Technology Applications Assessment in May.		TIS, Classroom Teachers	Increased technology assessment scores.	25%	60%	80%	
TEA Priorities Improve low-performing schools 4) To provide technology training to students and staff, so that students are aware and able to utilize the resources available.		Technology Team	Staff and students will be able to navigate the internet and find available resources.	20%	55%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 5) Continue to incorporate Computer Assisted Instruction: -AR, IStation, -Ipads/Science Lab,-Prodigy and Stem Scopes.-Dream Box		Dyslexia & Special Ed. Teachers	Students proficient in software and gaining competence in the skills programs provide to enhance reading and math.	35%	65%	85%	100%
	Funding Sources: 199 - Local - 4800.00						
TEA Priorities Improve low-performing schools 6) Provide staff development in lesson planning, classroom management, intervention strategies, and small group instruction.		Administrators and Instructional Coaches	Students achieving at grade level expectations.	30%	60%	80%	100%
	Funding Sources: 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 7) Disaggregate Testing Data (STAAR, MRT, Benchmarks, COGAT, IDEA, DRA/EDL, Tejas Lee).		CIS and Administrators	Teachers plan their instruction based on testing data.	35%	50%	80%	100%
TEA Priorities Improve low-performing schools 8) Analyze data to develop a plan of action for students.		Administrators and CICs	Teachers are able to identify student's strengths and weaknesses.	25%	60%	70%	100%
TEA Priorities Improve low-performing schools 9) Continue utilizing the CICs to model lessons, provide resources and support.	2.4, 2.5, 2.6	Administrators and CICs	To build capacity on the campus.	20%	60%	85%	100%
	Funding Sources: 199 - Bilingual - 2500.00, 285 - Title IV - 2500.00, 199-30 - SCE - 2500.00						
TEA Priorities Improve low-performing schools 10) Provide opportunities for teachers to attend staff development.	2.4, 2.5, 2.6	Teachers and Administrators	Improved performance.	25%	50%	80%	100%
	Funding Sources: 199-30 - SCE - 1000.00, 199 - Bilingual - 1000.00, 199 - Local - 1000.00, 285 - Title IV - 1000.00						
TEA Priorities Improve low-performing schools 11) Teachers will continue to develop the writing process and students will turn-in a published piece every 2 weeks.	2.4, 2.5, 2.6	Administrators Teachers CIC's	Increase writing fluency and composition.	25%	55%	85%	100%
	Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
12) After teachers administer exams they will take the time reflect and review the content and retest.		Administrators CIC's Teachers	Academic knowledge will increase for the students.	25%	50%	70%	100%
	Problem Statements: Student Academic Achievement 1						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 13) Campus-wide reading block from 8-9 am will be implemented. During this time teachers will pull small groups while students are reading.	2.4, 2.5, 2.6	Administrators Teachers CIC's	Reading fluency will improve increasing academic achievement.	25%	50%	80%	✗
	Problem Statements: Student Academic Achievement 1						
TEA Priorities Improve low-performing schools 14) Attend student IEP meetings to determine appropriate goals and instructional settings.		Administrators, Diagnostician, Teachers	Students appropriately assigned with goals.	30%	55%	80%	100%
TEA Priorities Improve low-performing schools 15) All teachers will use HOTS and incorporate Bloom's Taxonomy into daily activities.		Teachers and Administrators	Students will use the higher levels of Bloom's Taxonomy.	30%	55%	85%	→
TEA Priorities Improve low-performing schools 16) Employ critical thinking using ESL/SIOP strategies, including at risk students.		District Personnel, Teachers and Administrators	Increase in achievement score for all LEP students.	55%	70%	80%	→
TEA Priorities Improve low-performing schools 17) Integrate critical writing throughout all subject areas to target skills needed for all and at risk students.		Teachers and administrators	Journals are checked every 9 weeks.	25%	60%	80%	→
TEA Priorities Improve low-performing schools 18) Provide opportunities for integrated research project.		Librarian, TIS, Classroom teachers	Completed student projects.	30%	55%	70%	→
	Funding Sources: 199 - Local - 250.00						
19) Graded assignments will be at the rigor of STAAR across all grade levels to expose all students and at risk students to higher order thinking.		Instructional Coaches, Teachers, Principal	Report card grades should be aligned with STAAR or District Assessments.	30%	55%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 20) Employ critical thinking and daily problem solving activities for all students, including at risk students		Teachers, Administrators	Student growth in math.	20%	50%	90%	
TEA Priorities Improve low-performing schools 21) Continue with Literacy Groups in both English and Spanish in K, 1st and 2nd grades.	2.4, 2.5, 2.6	Teacher/ Specialist	Decreased number of retention's in 1st and 2nd grade.	20%	55%	80%	100%
	Funding Sources: 199-30 - SCE - 250.00, 199 - Bilingual - 250.00, 199 - Local - 250.00, 285 - Title IV - 0.00						
TEA Priorities Improve low-performing schools 22) Continue RTI in grades K-5th, specifically to address the needs of our at risk students.Â		Teachers	Students receive smaller group instruction.	30%	50%	90%	
TEA Priorities Improve low-performing schools 23) Continue Small Group Instruction for all special populations to address the needs of our at risk students.	2.4, 2.5, 2.6	Teachers	Improvement in student achievement in all core subjects.	30%	55%	80%	100%
	Funding Sources: 199-30 - SCE - 500.00, 199 - Bilingual - 500.00						
TEA Priorities Improve low-performing schools 24) Provide additional reading support and monitoring for students identified as dyslexic as outlined in the Dyslexia Handbook, specifically for our at risk students.		Dyslexia Teacher	Dyslexic students are successful in reading.	25%	60%	90%	100%
25) Continue to have Dyslexia teacher identify students with characteristics of Irlen Syndrome and provide resources and needed.		Dyslexia Teacher	Dyslexia Teacher successfully screens referred students.	30%	45%	80%	
26) Continue to identify 504 students in order to meet their needs, including those identified as at-risk students.Â		Teachers and 504 coordinator	Students are successful in the classroom.	30%	55%	70%	100%
27) Continue modifications specified in Individual Education Plan.		General and Special Ed Teachers, and Administrators	Improved STAAR and IEP mastery.	20%	60%	80%	100%
28) Continue to desegregate data to identify and address areas of deficiencies in all sub-pops.		Coordinator, Teachers, and Administrators	Improved grades and assessment results.	25%	55%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
29) Provide resource and/or inclusion support for special education students who are at risk to address their specific needs.	2.4, 2.5, 2.6	Administrators	Special education teachers, classroom teachers Increased student achievement toward IEP goals.	30%	60%	85%	100%
	Funding Sources: 199-30 - SCE - 500.00, 285 - Title IV - 500.00, 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 30) Provide after school tutorials for all at risk, ELL, and special education students, based on results of district assessments.	2.4, 2.5, 2.6	Administrators, Instructional coaches, teachers	Increased student achievement on district assessments and STAAR.	25%	65%	80%	100%
	Funding Sources: 199-30 - SCE - 6000.00, 199 - Bilingual - 6000.00, 199 - Local - 2000.00, 285 - Title IV - 6000.00						
TEA Priorities Improve low-performing schools 31) Purchase books in English and Spanish for ELL learners.	2.4, 2.5, 2.6	Librarian	Promote student interest in reading.	25%	60%	80%	100%
	Funding Sources: 199-30 - SCE - 2500.00, 199 - Bilingual - 2500.00, 285 - Title IV - 2500.00, 199 - Local - 3000.00						
TEA Priorities Improve low-performing schools 32) Meet monthly with special education staff to review student progress and supplemental aids.		Diagnostician, Special Ed. Teachers	Effective use of supplemental aids to increase student performance.	30%	60%	80%	→
TEA Priorities Improve low-performing schools 33) Monitor student performance and achievement gap of special populations and programs in order to ensure growth when compared to last year.	2.4, 2.5, 2.6	Administrators and Teachers	There will be an increase in students performance of our special populations.	30%	55%	85%	100%
	Funding Sources: 199-30 - SCE - 1500.00, 285 - Title IV - 1500.00, 199 - Bilingual - 1500.00						

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our campus demonstrates academic gaps in reading and writing for all students. **Root Cause 1**: This problem is due to the lack of vertical alignment, content-based knowledge, and consistency.

Goal 3: Green Valley will ensure student growth in the tested areas.

Performance Objective 2: Sped Education teachers will attend and contribute to weekly grade level planning, track sped students' classroom grades and assessments to drive instruction, "push in" daily to support the student and teacher with instruction, actively participate with activities and lessons, identify the students' strengths and weaknesses to differentiate instruction, and provide tutorials.

Evaluation Data Source(s) 2: Meet or exceed the state average in all tested areas for special populations: Special Education.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Sped teachers will attend grade level meetings, track Sped. students differentiate instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Sped teachers will plan with regular education teachers and work to co-teach in the classroom to increase student performance.	2.4, 2.5, 2.6	Administrators	Co-teacher collaboration	30%	50%	80%	
TEA Priorities Improve low-performing schools 2) Differentiated, small group instruction will be provided to Sped students and progress will be documented through a data sheet.		Teachers/ Administrators	Strengthen student skills.	25%	65%	80%	100%

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 4: Green Valley will ensure students are provided with quality enrichment and extracurricular programs, as well as encourage students in the participation of such programs.

Performance Objective 1: Offer multiple enrichment and extra-curricular opportunities.

Evaluation Data Source(s) 1: There is an increase in student participation in extracurricular programs.

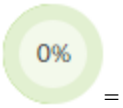
Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will contnue providing a variety of enrichment programs because they are beneficial to the students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Continue to Provide the Gator Aiders program, Boys Club, and Girls Club		Counselor	Increased number of students participating in extra curricular activities.	30%	70%	90%	100%
	Funding Sources: 199 - Local - 500.00						
TEA Priorities Improve low-performing schools 2) Continue providing Honor Choir		Music Teacher	Increased number of students participating in extra curricular activities.	35%	70%	85%	100%
	Funding Sources: 199 - Local - 750.00						
TEA Priorities Improve low-performing schools 3) Continue programs promoting fitness and health such as First Tee, Jump rope for heart, and Olympiad.		PE Coach	Students will become aware of healthy habits.	25%	65%	80%	100%
	Funding Sources: 199 - Local - 500.00						
TEA Priorities Connect high school to career and college Improve low-performing schools 4) Continue providing after school programs such as ACE, Academic Decathlon, Robotics, and Technology Club		ACE Program Director, Coordinators and Coaches	Increased number of students participating in extra curricular activities.	30%	65%	90%	100%
	Funding Sources: 199 - Local - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 5: Green Valley will maintain a 97% or higher staff attendance rate .

Performance Objective 1: Ensure the staff understands the importance of attending school regularly.

Evaluation Data Source(s) 1: Staff will understand the impact their attendance has on student learning. and will show it through an increase in the staff attendance rate of 97%.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to work on staff attendance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Staff will be informed of the impact their absence has on student learning.		Devost Johnson PEIMS Clerk	An increase of teacher attendance will be seen.	25%	70%	90%	100%
TEA Priorities Improve low-performing schools 2) Administrators will communicate the importance of teacher attendance through the use of newsletters, conferences, etc.		Administrators	An increase of teacher attendance will be seen.	35%	70%	85%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: Green Valley will maintain a 97% or higher staff attendance rate .

Performance Objective 2: Provide incentives to encourage staff to meet our attendance goal of 97%.

Evaluation Data Source(s) 2: Incentives will be provided every nine weeks in order to maintain 97% attendance rate.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will contnue to focus and reward staff for good attendance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) All teachers with perfect attendance will be recognized during our Attendance Assembly each nine weeks to honor and reinforce their commitment to education.		Administrators	An increase of teacher attendance will be seen.	30%	55%	80%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: Green Valley will maintain a 97% or higher staff attendance rate .

Performance Objective 3: Implement strategies to monitor and increase staff attendance.

Evaluation Data Source(s) 3: There would be an increase in staff attendance monitored through TEAMS.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: We will continue recognizing staff for good attendance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Staff members with 98% attendance rate or higher, will be recognized with a medallion at the end of the year.		Administrators	Teachers will value and understand the importance of attendance.	30%	70%	85%	→
TEA Priorities Improve low-performing schools 2) Attendance will be considered for teachers' T-TESS evaluations as following: 0 absences = Distinguished 1-3 absences= Accomplished 4-6 absences= Proficient 7-9 absences= Developing 10 or more absences= Needs Improvement		Administrators	Teachers will understand the importance of attendance in relation to our campus academic success and absences will be minimal helping reach our goal of 98%.	35%	65%	85%	→

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

Goal 6: Green Valley will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Provide multiple communication channels with parents, students, and the community.

Evaluation Data Source(s) 1: We will utilize tools to keep parents aware of school functions and events via call outs, keeping website updated and notices. All correspondence will be provided in English and Spanish.

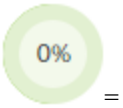
Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to provide multiple communication channels with parents, students, and the community.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Keep lines of communication open between home/school (i.e. newsletter, teacher website, and school website).		Teachers, Counselor, Front Office, TIS, and Administrators	Students and parents will be well informed and an increase in parent involvement will occur.	35%	65%	85%	100%
TEA Priorities Improve low-performing schools 2) Include information on web page for parents.		TIS	Students and parents will be well informed and an increase in involvement will occur.	30%	65%	85%	100%
TEA Priorities Improve low-performing schools 3) Parents will be provided an access code to view their child's grades in skyward.		PEIMS and Front Office	Students and parents will be well informed and an increase in parent involvement will occur.	30%	70%	85%	100%
TEA Priorities Improve low-performing schools 4) Regular call outs will be provided to keep parents informed.		Administrators, Front Office	Students and parents will be well informed and an increase in parent involvement will occur.	40%	70%	90%	100%
TEA Priorities Improve low-performing schools 5) Update school website in English and Spanish with relevant information throughout the year.		TIS	Students and parents will be well informed and an increase in parent involvement will occur.	30%	65%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 6: Green Valley will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Provide parental involvement opportunities. Through the maintenance of all Title I Parent Involvement compliance requirements.

Evaluation Data Source(s) 2: There has been an increase in parent participation in school events.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Parent involvement opportunities were provided to maintain Title I Parent Involvement compliance requirements.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Offer a variety of information meetings for parents, such as STAAR night, math night, family reading night, etc.		Teachers, Counselor, and Administrators	Engaging activities will increase involvement, awareness, and college readiness for both parents and students.	30%	70%	80%	
TEA Priorities Improve low-performing schools 2) Implement a school-wide volunteer program designed by parents for parents and community members.		Teachers, Counselor, and Administrators	Engaging activities will increase involvement and awareness for parents.	25%	60%	80%	
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Review and revise Compacts with parents during report card conferences. report card pick-up conferences during the first and third 9 weeks.		Teachers, Counselor, and Administrators	Awareness will increase involvement, awareness, and academic success for both parents and students.	30%	65%	85%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools **4) Continue to offer a variety of activities to increase parent involvement including, "muffins with moms" and "donuts with dads.ÃÂ¢ÃÂÃÂ**		Teachers, Counselor, and Administrators	Engaging activities will increase involvement, awareness, and college readiness for both parents and students.	25%	70%	80%	100%
TEA Priorities Improve low-performing schools 5) Inform and educate parents on the district parent involvement policy, parent handbook, SSI Initiative, college and career opportunities for students, Principles of Effectiveness, Safe and Drug-free Schools, Communities and Foundations.		Teachers, Counselor, and Administrators	Engaging activities will increase involvement, awareness, and college readiness for both parents and students.	25%	60%	80%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 6: Green Valley will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Create a system to acquire business partners.

Evaluation Data Source(s) 3: Business partners have shown an increase in involvement in the campus.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: We will continue to look for business partners.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Implement a school-wide volunteer program for parents and community members.		Teachers, PTA, and Administrators	Engaging activities will increase involvement and accountability for parents.	25%	60%	80%	100%
TEA Priorities Improve low-performing schools 2) Solicit active business and community partners to adopt the campus.		Teachers, PTA, and Administrators	Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success.	25%	65%	85%	
TEA Priorities Improve low-performing schools 3) Invite business partners to be members of the CPAC.		Teachers, PTA, and Administrators	Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success.	25%	70%	90%	
TEA Priorities Improve low-performing schools 4) The campus PTA will partner with Mr. Gatti's Pizza to promote family night.		Teachers, PTA, and Administrators	Engaging activities will increase involvement and accountability for parents.	25%	65%	85%	100%
TEA Priorities Improve low-performing schools 5) Business partners and community volunteers will keep track of hours worked.		Administrators	Relationships will provide opportunities for the campus to provide our students with the resources needed to achieve academic success.	30%	65%	80%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

Evaluation Data Source(s) 1: Due to professional development sessions teachers have an shown an increase in instructional knowledge.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to provide professional development.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Implement CPI and TBSI training.		District Personnel	Staff will implement strategies learned.	30%	65%	80%	100%
2) Desegregate Testing Data (STAAR, MRT, Benchmark, COGAT, IDEA, DRA/EDL, TELPAS).		District Personnel, Evaluation Results CICs and Admin	Plan their instruction based on testing data	25%	65%	80%	100%
3) Provide staff development in lesson planning, classroom management, intervention strategies, and small group instruction.		Administrators and Instructional coaches	Students achieving at grade level expectations.	30%	50%	80%	100%
4) Provide opportunities for teachers to attend staff development on differentiation instruction, students engagement, and fundamental five.		CICs, Administrators	We will be able to see effective instruction.	30%	60%	80%	100%
5) Continue to provide technology training in grade book, Eduphoria, e-mail, and district technology proficiency.		TIS	Successful use of technology devices and programs.	30%	60%	85%	100%

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

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 2: Provide and enhance leadership development for employees.

Evaluation Data Source(s) 2: An increase in staff as leaders has occurred.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue to provide leadership opportunities for employees

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Encourage teachers to participate in Aspiring Administrators Academy.		Administrators	Teachers will become more involved in the development of our campus increasing accountability throughout.	25%	60%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Encourage teachers to participate in Aspiring Counselors Academy		Administrators	Teachers will become more involved in the development of our campus increasing accountability throughout.	25%	65%	80%	→
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Provide leadership opportunities by mentoring student interns.		Administrators	Teachers will become more involved in the development of our campus increasing accountability throughout.	30%	60%	80%	→
TEA Priorities Recruit, support, retain teachers and principals 4) Monitor and mentor homegrown students provided by the District.		Teachers and Administrators	Increase in accountability with a decrease in turnover throughout the district.	30%	50%	90%	100%
TEA Priorities Improve low-performing schools 5) Assign teachers to leadership committees.		Administrators	Teachers will become more involved in the development of our campus increasing accountability throughout.	25%	60%	80%	100%

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

Goal 7: Green Valley will ensure high quality staff is employed.

Performance Objective 3: Recruit and retain highly qualified staff.

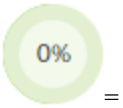
Evaluation Data Source(s) 3: A decrease in staff turnover will be present.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) 100% of teachers and paraprofessionals hired at Green Valley will be highly qualified as defined by NCLB.		Administrators	Highly qualified employees will provide our students with the knowledge needed to achieve academic success.	100%	100%	100%	
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Attend job fairs to recruit highly qualified teachers.		Teachers and Administrators	Highly qualified employees will be hired to provide our students with the knowledge needed to achieve academic success.	25%	50%	80%	
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Recognize staff members for their achievements and student growth.		Administrators	Highly qualified employees will be highly encouraged to provide our students with the resources and content knowledge to achieve academic success.	30%	65%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) New and returning teachers will receive a mentor teacher to provide additional support, professional development, and guidance in order to enhance instruction.		Teachers and Administrators	Highly qualified employees will provide our teachers will support increase student success and decreasing turnover rates.	25%	65%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) All teachers will actively participate in instructional rounds.		Teachers	Highly qualified employees will continue to develop their education and in return remain highly qualified and able.	25%	50%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 8: Green Valley will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Equipment will be replaced or updated as needed.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to implement our 5 year plan to repair and replace equipment.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Continue updating the Capital Outlay Replacement Plan.		Administrators and District Personnel	Equipment and materials are updated as needed.	30%	70%	80%	100%
TEA Priorities Improve low-performing schools 2) Meet with the head custodian to determine needs of the campus.		Administrators and custodian	Needs of the campus are met.	35%	100%	100%	100%
TEA Priorities Improve low-performing schools 3) Meet with campus TIS to determine technology needs.		Administrators and TIS	Technology needs of the campus are met.	25%	45%	95%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: Green Valley will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Source(s) 2: Increase customer satisfaction.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue to focus on providing excellent customer service by providing training.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Administer a customer service survey for the parents at the end of the year.		Administrator	Feedback is provided to the campus for improvements.	25%	70%	80%	100%
TEA Priorities Improve low-performing schools 2) Administer a Needs Assessment survey for the staff at the end of the year.		Administrators	Feedback is provided to the campus for improvements.	30%	50%	80%	100%
TEA Priorities Improve low-performing schools 3) Customer service training for the front office personnel.		Administrator	High customer service.	35%	50%	100%	100%
TEA Priorities Improve low-performing schools 4) Parent meetings on positive interactions with school personnel		Counselor and CIS	Improved interactions	25%	60%	80%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: Green Valley will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of District financial resources, in order to best support students and staff.

Evaluation Data Source(s) 3: All resources purchased will be utilized to increase student and staff achievement.Ã¢ÂÂ¨

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: We will continue using efficient use of financial resources to support students and staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) All materials and resources purchased will be utilized to meet the needs of students.		Principal	Needs of students are met	35%	70%	80%	
TEA Priorities Improve low-performing schools 2) Following state and district guidelines, Green Valley will develop a budget to meet the needs of all stakeholders.		Principal, Site-Based Committee	Budget is in compliance with all district, state, and federal guidelines.	30%	65%	80%	100%
TEA Priorities Improve low-performing schools 3) Budget manager and secretary will attend all district required staff development regarding budget.		Administrators	Budget manager and secretary will follow budget procedures and guidelines.	25%	50%	100%	100%
TEA Priorities Improve low-performing schools 4) Resources are checked out by teachers at the start of the school year and checked in at the end of the school year to account for all resources.		**Teachers, Administrators & CICÃ¢ÂÂs**	All resources are accounted for.	30%	50%	85%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 5) Maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse.		Administrators, CICs, Librarians, TIS and front office personnel.	Resources are not wasted, lost or abused.	30%	50%	80%	→
	Problem Statements: School Processes & Programs 2						
TEA Priorities Improve low-performing schools 6) Form Grant Writing Committees.		Teachers, CIS, and Administrators	Committee is selected.	30%	100%	100%	✗
TEA Priorities Improve low-performing schools 7) Research and solicit grant monies.		Teachers and Administrators	Grants awarded.	30%	50%	85%	→
TEA Priorities Improve low-performing schools 8) The CPAC committee will meet and review the budget to ensure allocation of available resources to maximize student achievement and ensure accommodation of student growth.		Principal, CPAC members	Money is allocated to meet the needs of students.	35%	60%	80%	100%

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: After reviewing the data we have determined that our Foundations Committee is inconsistent with meeting and planning to minimize campus problems causing a decrease in positive school culture and employee morale. **Root Cause 2**: The root causes for this problem is due to the lack of consistency, accountability, and priority.

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage from 96.93% to 97% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report. Data sources will include Raa Wee, School Status, and Skyward.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue to meet promote student attendance during the 2020-2021 school year. Our goal will be 96.5 for the upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Meet with EE parents to review attendance policy and informing them about the importance of attending school. Those not present will receive a scheduled conference	2.5	Johnson Belinda Deason Devost	There will be an increase in student attendance.	30%	100%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 2) Have individual conferences with EE parents of students who are absent 6 days and issue contracts	2.5	Deason Johnson Devost	There will be an increase in student attendance.	20%	65%	100%	
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 3) Weekly Sock hop for students who are in attendance all week	2.5	Butler	There will be an increase in student attendance.	25%	70%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 4) Monitor student's attendance through Raa Wee and SS and make phone calls daily for absent students	2.5	Deason, Johnson, Sinnette Devost PEIMS/office	There will be an increase in student attendance.	30%	55%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 5) Each day the class with 100% attendance will display a letter to spell PERFECT ATTENDANCE. The class that spells Perfect Attendance will receive a pizza party.	2.5	Classroom Teachers	There will be an increase in student attendance.	20%	50%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 55.00						
TEA Priorities Improve low-performing schools 6) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	35%	65%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 7) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	55%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 8) Every Friday, Mr. Deason will text parents of targeted students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	25%	55%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 9) Meet with PK, Kinder, and 1st parents to review policy. Those not present will receive a scheduled conference	2.5	Devost/Johnson	There will be an increase in student attendance.	20%	55%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 10) Display attendance visual for PK. K, and 1st that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	30%	55%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 11) Provide incentive to students in attendance every six weeks with perfect attendance (Blow Pops)	2.5	Deason	There will be an increase in student attendance.	35%	55%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 20.00						
TEA Priorities Improve low-performing schools 12) Meet with PK, Kinder, and 1st grade parents who have 6 absences & place on contract	2.5	Deason, Johnson, Sinnette Devost	There will be an increase in student attendance.	35%	55%	90%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 13) Weekly Sock hop for PK, K, and 1st grade students that have been in attendance all week	2.5	Butler	There will be an increase in student attendance.	25%	65%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 14) Target students will check in with Mr. Deason to verify their attendance. They will receive a sticker each day they are present. On Friday, these students will have an opportunity to choose from various treats.	2.5	Deason	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 45.00						
TEA Priorities Improve low-performing schools 15) Every Friday, Mr. Deason will text parents of targeted students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	25%	60%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 16) Communicate to parents the importance of attending school even during inclement weather. A representative from TRAID prevention program will speak with parents regarding attendance.	2.5	Deason, Johnson, Devost	There will be an increase in student attendance.	20%	60%	90%	→
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 17) Provide suggestions to avoid getting sick during inclement weather.	2.5	Nurse	There will be an increase in student attendance.	30%	55%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 18) Track students with the highest days missed from 2018-2019 to set goals	2.5	Deason, Johnson, Devost	There will be an increase in student attendance.	20%	40%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 19) Every six weeks targeted students will receive the following reward for meeting their goal: have popcorn and a pickle on the playground	2.5	Deason, Johnson, Devost	There will be an increase in student attendance.	35%	65%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 18.20						
TEA Priorities Improve low-performing schools 20) Weekly Sock hop for students who in attendance all week	2.5	Butler	There will be an increase in student attendance.	25%	50%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 21) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	35%	50%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 22) Every Friday, Mr. Deason will text parents of targeted students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	20%	45%	90%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 23) Every six weeks targeted students will receive the following reward for meeting their goal: two movie tickets	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	50%	95%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 20.00						
TEA Priorities Improve low-performing schools 24) Every six weeks target students will receive the following reward for meeting their goal: shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	55%	75%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 15.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 25) Every six weeks target students will receive the following reward for meeting their goal: Game day with a friend (snow cones will also be provided)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	55%	85%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 25.00						
TEA Priorities Improve low-performing schools 26) Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	2.5	Deason, Johnson, Devost, PEIMS Clerk	With the use of Chick Fil-A, Walmart, or Mr.Gattis Gift Cards plus donated items we will see an increase in motivation for students to want to attend school.	20%	50%	90%	100%
	Problem Statements: Demographics 1, 2 **Funding Sources**: 199 - Local - 140.00						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.
Problem Statement 2: The problem identified by the Demographics Committee is that there are numerous students who are tardy everyday. **Root Cause 2**: The root cause of this problem is lack of student and parent knowledge of campus expectations.

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage from 96.98% to 97% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report. Data sources will include Raa Wee, School Status, and Skyward.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue to meet promote student attendance during the 2020-2021 school year. Our goal will be 96.5 for the upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Conduct parent conferences for students with excessive absences. A representation from Judge Steven's Court will speak to the parents regarding attendance.	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	35%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 2) Perfect attendance celebration (movie and popcorn) for students with 100% attendance average and targeted students meeting their individualized attendance goal.	2.5	Deason, Johnson, Sinnette, Devost	Student attendance will increase.	30%	55%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 28.20						
TEA Priorities Improve low-performing schools 3) Attendance will be taken daily, phone calls will be made for absent students, and PIEMS will track and log excuse an unexcused absence. This data will be used to find tends and patterns that cause absenteeism.	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	25%	70%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 4) Daily attendance announcements and the attendance average will be shared for the day	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	20%	55%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 5) Weekly Sock hop for students that in attendance all week	2.5	Butler	There will be an increase in student attendance.	25%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 6) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 7) Every six weeks targeted students will receive the following reward for meeting their goal: two movie tickets	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	40%	70%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 40.00						
TEA Priorities Improve low-performing schools 8) A raffle drawing for a tablet will be held for ALL students (including targeted students) that meet their individual goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	30%	55%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 000 - Grant Funds - 200.00						
TEA Priorities Improve low-performing schools 9) All students (including targeted students) with perfect attendance in the month of November will get to wear sweats during the month of December for the cold weather.	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	20%	50%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 10) Targeted students will check in with Mr. Deason to verify their attendance. They will receive a sticker each day they are present. On Friday, these students will have an opportunity to choose from various treats.	2.5	Deason	There will be an increase in student attendance.	20%	55%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 93.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 11) Every Friday, Mr. Deason will text parents of targeted students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 12) Each day the class with 100% attendance will display a letter to spell PERFECT ATTENDANCE. The class that spells Perfect Attendance will receive a pizza party	2.5	Classroom Teachers	There will be an increase in student attendance	25%	75%	90%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 135.00						
TEA Priorities Improve low-performing schools 13) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	70%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 14) Provide incentive to students in attendance every six weeks with perfect attendance (Blow Pops)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	50%	95%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 32.00						
TEA Priorities Improve low-performing schools 15) Every six weeks target students will receive the following reward for meeting their goal: Game day with a friend (snow cones will also be provided)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	95%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 16) Every six weeks target students will receive the following reward for meeting their goal: shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	60%	85%	
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 30.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 17) Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	2.5	Deason, Johnson, PEIMS Clerk, Devost	There will be an increase in student attendance.	20%	60%	85%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 240.00						

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage from 97% to 97% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report. Data sources will include Raa Wee, School Status, and Skyward.

Summative Evaluation 3:

Targeted or ESF High Priority

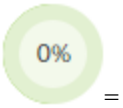
Next Year's Recommendation 3: We will continue to promote student attendance during the 2020-2021 school year. Our goal will be 96.5 for the upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Conduct parent conferences for students with excessive absences	2.5	Deason	There will be an increase in student attendance.	25%	70%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 2) Perfect attendance celebration (movie pickles, and popcorn) for students with 100% attendance average	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	40%	65%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 28.20						
TEA Priorities Improve low-performing schools 3) Attendance will be taken daily, phone calls will be made for absent students, and PIEMS will track and log excuse an unexcused absence	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 4) Daily attendance announcements and the attendance average will be shared for the day	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	20%	70%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 5) Weekly Sock hop for students that in attendance all week	2.5	Butler	There will be an increase in student attendance.	35%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 6) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	30%	65%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 7) Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	2.5	Deason, Johnson, PEIMS, Devost	There will be an increase in student attendance.	20%	60%	80%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 240.00						
TEA Priorities Improve low-performing schools 8) A raffle drawing for a tablet will be held for ALL students (including targeted students) that meet their individual goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	25%	65%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 9) Targeted students will check in with Mr. Deason to verify their attendance. They will receive a sticker each day they are present. On Friday, these students will have an opportunity to choose from various treats.	2.5	Deason	There will be an increase in student attendance.	20%	55%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 97.00						
TEA Priorities Improve low-performing schools 10) Every Friday, Mr. Deason will text parents of targeted students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	25%	65%	100%	100%
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 11) Every six weeks targeted students will receive the following reward for meeting their goal: two movie tickets	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 40.00						
TEA Priorities Improve low-performing schools 12) Each day the class with 100% attendance will display a letter to spell PERFECT ATTENDANCE. The class that spells Perfect Attendance will receive a pizza party	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	60%	85%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 120.00						
TEA Priorities Improve low-performing schools 13) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	70%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 14) Provide incentive to students in attendance every six weeks with perfect attendance (Blow Pops)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	65%	85%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 32.00						
TEA Priorities Improve low-performing schools 15) Every six weeks target students will receive the following reward for meeting their goal: Game day with a friend (snow cones will also be provided)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	80%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 16) Every six weeks target students will receive the following reward for meeting their goal: shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	65%	100%	✗
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 30.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage from 96.19 % to 97% or higher for the 5th 6 Weeks Period. Data sources will include Raa Wee, School Status, and Skyward.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4:

Targeted or ESF High Priority

Next Year's Recommendation 4: We will continue to promote student attendance during the 2020-2021 school year. Our goal will be 96.5% for the upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Conduct parent conferences for students with excessive absences	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	50%	65%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 2) Attendance will be taken daily, phone calls will be made for absent students, and PIEMS will track and log excuse an unexcused absence	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	50%	70%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 3) Daily attendance announcements and the attendance average will be shared for the day	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	50%	65%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 4) Every six weeks target students will receive the following reward for meeting their goal: Game day with a friend (snow cones will also be provided)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 5) Weekly Sock hop for students that in attendance all week	2.5	Butler	There will be an increase in student attendance.	20%	70%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 6) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	30%	65%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 7) Target students will check in with Mr. Deason to verify their attendance. They will receive a sticker each day they are present. On Friday, these students will have an opportunity to choose from various treats.	2.5	Deason	There will be an increase in student attendance.	30%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 93.00						
TEA Priorities Improve low-performing schools 8) Every Friday, Mr. Deason will text parents of target students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	25%	45%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 9) Every six weeks targeted students will receive the following reward for meeting their goal: two movie tickets	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 40.00						
TEA Priorities Improve low-performing schools 10) Each day the class with 100% attendance will display a letter to spell PERFECT ATTENDANCE. The class that spells Perfect Attendance will receive a pizza party	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 120.00						
TEA Priorities Improve low-performing schools 11) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	20%	50%	80%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 12) Provide incentive to students in attendance every six weeks with perfect attendance (Blow Pops)	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	35%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 32.00						
TEA Priorities Improve low-performing schools 13) Every six weeks target students will receive the following reward for meeting their goal: shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	35%	60%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 30.00						
TEA Priorities Improve low-performing schools 14) Every six weeks targeted students will receive the following reward for meeting their goal: Gift card to McDonalds	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	20%	65%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 40.00						
TEA Priorities Improve low-performing schools 15) Every six weeks targeted students will receive the following reward for meeting their goal: have popcorn and a pickle on the playground	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	65%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 28.20						
TEA Priorities Improve low-performing schools 16) Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	2.5	Administrators and PEIMS	There will be an increase in student attendance.	25%	60%	95%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 240.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 17) Due to the 5th six weeks having the lowest attendance rate any student who has perfect attendance from February 25th-April 12th will be invited to Game Day Fun Day! $280 will be spent on a Dual Shot Basketball Arcade Game for the students.	2.5	PEIMS Administrators	There will be an increase in student attendance that will exceed previous year attendance rate.	25%	40%	70%	100%
Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 280.00							

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Goal 9: Green Valley will achieve a 97% or higher student attendance rate, utilizing the $3,266 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage from 96.52% to 97% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report. Data sources will include Raa Wee, School Status, and Skyward.

Summative Evaluation 5:

Targeted or ESF High Priority

Next Year's Recommendation 5: We will continue to promote student attendance during the 2020-2021 school year. Our goal will be 96.5% for the upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Conduct parent conferences for students with excessive absences	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 2) Attendance will be taken daily, phone calls will be made for absent students, and PIEMS will track and log excuse an unexcused absence	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	20%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 3) Daily attendance announcements and the attendance average will be shared for the day	2.5	Deason, Johnson, Sinnette, Devost Escareno	There will be an increase in student attendance.	25%	60%	100%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 4) End of the year Attendance field trip for student having perfect attendance and targeted students meeting their individual goal throughout the year	2.5	Deason, Johnson, Sinnette, Devost	Students who have met their attendance goal and have perfect attendance will be rewarded. Attendance Field Trip - PTA $1,200 (bus, food)	30%	55%	80%	
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 5) Weekly Sock hop for students that in attendance all week	2.5	Butler	There will be an increase in student attendance.	25%	55%	80%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 6) Display attendance visual for each grade level that support our attendance goal	2.5	Gator Aiders Escareno	There will be an increase in student attendance.	25%	55%	95%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 7) Every six weeks target students will receive the following reward for meeting their goal: 6th-shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost	There will be an increase in student attendance.	25%	60%	80%	✗
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 30.00						
TEA Priorities Improve low-performing schools 8) Students with perfect attendance and meeting their individual goal will have 1 week of jeans the last week of school.	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	25%	65%	85%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 9) Every Friday, Mr. Deason will text parents of target students a shout out for students having weekly perfect attendance	2.5	Deason	There will be an increase in student attendance.	30%	65%	85%	100%
	Problem Statements: Demographics 1						
TEA Priorities Improve low-performing schools 10) Target students will check in with Mr. Deason to verify their attendance. They will receive a sticker each day they are present. On Friday, these students will have an opportunity to choose from various treats.	2.5	Deason	There will be an increase in student attendance.	25%	75%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 93.00						
TEA Priorities Improve low-performing schools 11) Every six weeks targeted students will receive the following reward for meeting their goal: two movie tickets	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	25%	55%	85%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 40.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 12) Each day the class with 100% attendance will display a letter to spell PERFECT ATTENDANCE. The class that spells Perfect Attendance will receive a pizza party	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	25%	50%	70%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 120.00						
TEA Priorities Improve low-performing schools 13) Every six weeks target students will receive the following reward for meeting their goal: ice cream party with a friend	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	20%	50%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 14) Provide incentive to students in attendance every six weeks with perfect attendance (Blow Pops)	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	30%	45%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 32.00						
TEA Priorities Improve low-performing schools 15) Every six weeks target students will receive the following reward for meeting their goal: Game day with a friend (snow cones will also be provided)	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	30%	45%	75%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 35.00						
TEA Priorities Improve low-performing schools 16) Every six weeks target students will receive the following reward for meeting their goal: shop at the GVE Store	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	25%	45%	75%	✗
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 30.00						
TEA Priorities Improve low-performing schools 17) Every week students with perfect attendance will be entered into a raffle for a $20 gift card and two students will be randomly selected to win. Additional items that are going to be raffled will be donated coupons for free subway meals, free McDonald's meals, and donated toys.	2.5	Administrators and PEIMS	There will be an increase in student attendance.	35%	55%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 240.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 18) Every six weeks targeted students will receive the following reward for meeting their goal: have popcorn and a pickle on the playground	2.5	Deason, Johnson, Sinnette, Devost, Escareno	There will be an increase in student attendance.	25%	50%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 28.20						

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: GVE did not meet the attendance goal of 96.5% **Root Cause 1**: Many of our parents have many hardships that we can't control. Due to these circumstances, they sometimes don't prioritize education. Some of our parents don't understand the impact absenteeism has on their child.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is given to all stakeholders at our campus. Our School-wide Title I program consists of 100% highly qualified staff members who provide on-going staff development. We utilize instructional coaches to model lessons and to provide staff development to teachers. They incorporate best practices for assisting at-risk students. Our dyslexia teacher and our interventionist works specifically with our dyslexic students and students having difficulty academically. After school tutorials and in school tutorials are provided for all students who are at-risk of failing. Our school counselor provides for various parental involvement activities and guidance counseling to students and staff in need of assistance.

Surveys were administered to staff, students, and parents. Goals were established based on the needs assessment and deficits. The teachers felt that discipline was a problem at our campus. Based on our survey we modified our campus discipline plan. We will incorporate CHAMPS and STEPS to ensure a safe learning environment. In addition, we will utilize In school Suspension program to redirect student behavior.

Based on the parent survey we will continue with our educational parent programs and alternate the times the session are provided, so that more parents can attend.

The CNA was reviewed and revised on May 15, 2018 by the staff.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was development with all stakeholders (parents, students, teacher staff & administrators) to ensure everyone had input in the developing of our CIP. The campus reviewed the surveys administered to the students, staff and administrators. Based on our needs assessment our CIP was developed. The staff met numerous times throughout the year to develop our goals, performance objectives and strategies. All goals are aligned to the district goals.

Our committees and roles were divided among the staff. The list can be found in the Committee Setup tab.

2.2: Regular monitoring and revision

The Campus Improvement Plan is a working document. The campus reviews the CIP quarterly to monitor the strategies being implemented. As we review the plan throughout the year changes are made as needed. The committed reviewed and evaluated the CIP plan on 9/27 and 11/5. (See Committee tab)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Margarita Gomez	Teacher
Classroom Teacher	Hilda Gonzalez	Teacher
Classroom Teacher	Maria Chcias	Teacher
Classroom Teacher	Ceilcia Torres	Teacher
Classroom Teacher	Tiffany McKelvey	Teacher
Classroom Teacher	Eva Diaz	Teacher
Classroom Teacher	Susana Reyna	Teacher
Classroom Teacher	Marisol Sanchez	Teacher
Classroom Teacher	Jacob Cerda	Teacher
Classroom Teacher	Victoria Ducote	Teacher
Classroom Teacher	Charlotte Plummer	Teacher
Classroom Teacher	Alicia Anderson	Teacher

Demographics

Committee Role	Name	Position
Classroom Teacher	Erikka Jammer	Teacher
Diagnostician	Jeannie Vargas	Diagnostician
Classroom Teacher	Cristina Cortejoso	Teacher
Classroom Teacher	Janelle Buckner	Teacher
Classroom Teacher	Victoria Aguilar	Teacher
Classroom Teacher	Wameca Butler	Teacher
Classroom Teacher	Rachel Tapner	Teacher
Classroom Teacher	Brandy Young	Teacher
Librarian	Patricia Bremmer	Librarian
Classroom Teacher	April Sloan-Hubert	Teacher
Classroom Teacher	Juanita Martinez	Teacher

Process and Procedures

Committee Role	Name	Position
Classroom Teacher	Shaudrea Adams	Teacher
Classroom Teacher	Carla Gomez	Teacher
Classroom Teacher	Susan Roberts	Teacher
Classroom Teacher	Martha Chapa	Teacher
Paraprofessional	Belinda Escamilla	Registrar
Classroom Teacher	Kimberly Hancock	Teacher
Classroom Teacher	Cameron Horton	Teacher
Classroom Teacher	Angelica Guerra	Teacher
Classroom Teacher	Maria Flores	Teacher
Classroom Teacher	Megan Fifer	Teacher
Non-classroom Professional	Joe Tiffin	Teacher

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Grace Devost	Principal
Administrator	Katricia Johnson	Assistant Principal
Counselor	Alberta Sinnette	Counselor
District-level Professional	Nicole Johns	District Specialist
District-level Professional	Livia Callaghan	District Specialist
District-level Professional	Jackie Moreno	District Specialist
Classroom Teacher	Cristina Cortejoso	PK Teacher
Classroom Teacher	Hilda Gonzalez	Kinder Teacher
Classroom Teacher	Susan Roberts	1st Grade Teacher
Classroom Teacher	Brandy Proctor	2nd Grade Teacher
Classroom Teacher	Jacob Cerda	3rd Grade Teacher
Classroom Teacher	Eva Diaz	4th Grade Teacher
Classroom Teacher	Josue Monreal	5th Grade Teacher
Non-classroom Professional	Shaddean Aaron	PE Coach
Parent	Asfour Ghadeer Dahu	Parent
Parent	Belinda Escareno	Parent
Business Representative	Perry Davies	Business Member
Non-classroom Professional	Sandra Cardenas	CIC
Non-classroom Professional	Wameca Butler	Resource Teacher

Perceptions

Committee Role	Name	Position
Classroom Teacher	Cynthia Kirchner	Teacher
Classroom Teacher	Elizabeth ordaz	Teacher
Classroom Teacher	Destinea Williams	Teacher
Classroom Teacher	Danyelle Reece	Teacher
Classroom Teacher	Kristina Weselka	Teacher
Non-classroom Professional	Thelma Villareal	Nurse
Counselor	Alberta Sinnette	Counselor
Non-classroom Professional	Wendelle Deason	Other
Interventionist	Michelle Lillie	Interventionist
Classroom Teacher	Shaddean Aaron	Teacher