

# Schertz-Cibolo Universal City Independent School District

## Green Valley Elementary

### Campus Improvement Plan

2020-2021



# **Mission Statement**

Green Valley Elementary: We will do our best at learning and leading.

## **Vision**

Empowering Learners, Inspiring Leaders

## **Value Statement**

**Leadership, Character, Commitment, Service, and Learning**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Green Valley Elementary is a Prekindergarten through 4th grade campus in Schertz, Texas. Green Valley currently has 625 students enrolled. We are the home of the Grizzlies and our school colors are maroon and tan.

**Below is the student demographic breakdown for our campus according to the Texas Academic Performance Report (TAPR):**

African American 11.2%

Hispanic 37.6%

White 41%

American Indian 2.1%

Pacific Islander .6%

Asian 2.1%

32.3% of the campus' students are economicall disadvantaged.

3.1% are English language learners.

10.5% are Special Education. 12.9% are mobility students.

Attendance rates for 2016-17 was 96.2%. Attendance rate for 2017-18 was 96.2% as well.

### Staff Information

Professional Staff 46

Educational Aides 9

0-10 years experience 30%

11-20 years experience 48%

Over 20 years experience 20%

## **Demographics Strengths**

Green Valley is an established PreK-4th grade campus. Green Valley is proud to be a Leader In Me Lighthouse school. We have very dedicated teachers and staff. Throughout the years, our campus has maintained consistent enrollment with a strong military connection. Our staff is overall satisfied based on the 2020 Energage survey results. Our parents and community are involved and supportive of our efforts to help our students learn and lead using the 8 habits.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our attendance rate for the previous two years has been at 96.2. **Root Cause:** We do not have a comprehensive attendance plan.

# Student Learning

## Student Learning Summary

The data for the 2018-2019 STAAR scores reveals Green Valley Elementary "Met Standard" with an Overall Rating of a C with a score of 38.

Student Achievement = 77

School Progress = 62

Closing the Gaps = 65

There were no distinctions earned.

3rd grade Math 2019: 76% Approaches/ 45% Meets/ 28% Masters

4th grade Math 2019: 79% Approaches/ 52% Meets/ 32% Masters

3rd grade Reading 2019: 78% Approaches/ 49% Meets/ 33% Masters

4th grade Reading 2019: 78% Approaches/ 51% Meets/ 24% Masters

4th grade Writing 2019: 78% Approaches/ 36% Meets/ 710% Masters

Due to school closure in Spring of 2020, STAAR data is not available.

According to our NWEA data from Fall 2019 - Winter 2020, the following percentage of students within each grade level met projected growth.

### Math:

Kinder - 59%

1st - 58%

2nd - 75%

3rd - 59%

4th - 57%

### Reading:

Kinder - 53%

1st - 55%

2nd - 49%

3rd - 53%

4th - 42%

## Student Learning Strengths

### STAAR

3rd grade Reading at Meets increased by 6%.

3rd grade Reading at Masters increased by 3%.

3rd grade Math at Masters increased by 7%.

4th grade Writing at Approaches increased by 7%.

### NWEA MAP

2nd and 3rd grade's percentage of students that met projected growth in reading increased from the previous year.

Kinder, 1st, 2nd, and 4th grade's percentage of students that met projected growth in math increased from the previous year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** All students are not making a year's worth of growth. **Root Cause:** We do not have a systematic way of using data to inform instructional practices and to monitor growth.

**Problem Statement 2:** White demographic has not met Academic Achievement reading target for three consecutive years. **Root Cause:** Focus has been on the "approaches" level vs meets/masters.

**Problem Statement 3:** Economically disadvantaged population did not meet Academic Growth target in math for three consecutive years. **Root Cause:** We do not have a systematic way of using data to inform instructional practices and to monitor growth.

**Problem Statement 4:** Instructional strategies are not aligned to data, learning platforms, professional development, and progress monitoring. **Root Cause:** We do not have a systematic way of reviewing and disaggregating data in order to make data informed decisions.

**Problem Statement 5:** Lack of teaching to ensure mastery of learning objectives **Root Cause:** Teachers have not consistently followed a Teaching-Assessing cycle to guide instructional practices and to monitor progress towards mastery



# School Processes & Programs

## School Processes & Programs Summary

Each grade level team meets weekly as a Professional Learning Committee weekly during planning time. When they meet the focus on the following:

The three big ideas of a PLC are to 1) focus on learning, 2) build a collaborative culture, and 3) focus on results. Additionally, PLCs answer the following critical questions in their collaborative commitment to ensuring high levels of learning for all students:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Ultimately, answering these questions consistently during the collaborative planning process leads to a greater depth of understanding for teachers, and more importantly, students.

Additionally, Green Valley Elementary has several leadership teams in the current school year to address campus needs.

Each of these teams will work in collaboration to drive the strategic actions outlined in our campus improvement plan.

The Campus Leadership Team, Campus Student Success Team, and Action teams meet monthly.

The admin team meets weekly.

## School Processes & Programs Strengths

Each team is working toward common grade level goals in order to achieve the campus goals.

As a result of the District Curriculum Audit completed in 2016, a significant amount of work has been completed by grade level teachers across the district with the leadership and guidance of the Student and Academic Services department. Teachers and district content coordinators have worked over the past year or more to develop Focused Planning Guides (FPGs) and district common unit assessments (summative assessments). These two components help collaborative teams answer the first two questions that are critical to the work of a Professional Learning Community, and have helped teachers to become more focused on ensuring that all students are working towards proficiency or better in their grade level content.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The data, methodologies, and data tracking is not consistent among grade levels. **Root Cause:** There is a disproportionate amount of staff responsibilities that results in lack of support, resources, and focus.

# Perceptions

## Perceptions Summary

### Parent Survey 2020 Results:

Overall satisfaction with the school was 3.92 out of 5.0.

Parents indicate "my child's learning is a high priority at this school" with a score of 4.16.

"My family is treated with respect at this school" scored a 4.18.

"The school is clean and well maintained" scored 4.28.

Additionally, the common themes throughout the comments is praise for individual teachers and staff by name, good level of communication through Class Dojo, and support from teachers and staff and a caring and friendly staff.

Opportunities for improvement:

I reguarly receive feedback from school staff on how well my child is learning. = 3.58

My child is recognized for good work and behavior at this school = 3.85

I receive positive phone calls, emails, or notes about my child from the school. = 3.70

### 3rd and 4th Grade Student Survey 2020 Results:

109 3rd and 4th grade students responded to the survey.

#### Strengths:

"My principal is a good leader " = 4.55.

"My teacher cares about me" = 4.57

"My learning is imporant at my school" = 4.33

#### The opportunities for improvement include:

"Students show respect for each other" = 3.05

"My teacher asks me how I learn best" = 3.39

## **Perceptions Strengths**

Parents feel like they are treated with respect and that learning is a priority for their child. Students feel that learning is important as well, and that they have opportunities to be successful at school.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents do not receive regular positive feedback about their children. **Root Cause:** Staff prioritize students' learning needs, and struggle at times to provide the positive feedback that parents are seeking .

**Problem Statement 2:** Students feel that teachers do not take their input into consideration on how they learn best. **Root Cause:** Teachers struggle with aligning researched-based instructional practices, student choice, and various learning styles.

# Priority Problem Statements

# Goals





**Goal 1:** Priority 1: All students will be college , career, and/or military ready.

**Performance Objective 1:** 100% of students will meet their expected projected growth in one year.

**Evaluation Data Sources:** NWEA Map Growth  
District Common Unit Assessments  
STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Grade-level PLCs will meet weekly and complete agendas that notate instructional practices, formative assessments, and action steps based on student progress. Grade-level PLCs will focus on the 4 questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative planning meetings allow for greater focus on content that will most impact student achievement</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Grade-level chairs Leadership Team Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> We will continually deploy and refine the RtI process to support all students through intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With appropriate small group instruction, students will make greater academic gains. Improved focus on students in Meets grade level or above.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Reading Specialist Leadership Team CSST Team Administration Communities in Schools Site Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> We will conduct data reviews after completion of screeners/key data points to evaluate student progress and refine supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of achievement for all students. Improved focus on students in Meets grade level or above.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Leadership Team Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide additional professional development in the area of early literacy instruction and intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and expertise in the area of early reading intervention strategies and instruction will support the increase in foundational literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Utilize Imagine Math to increase student performance in the area of math.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> State Compensatory - 199 - General Fund - 11.6399 - \$2,600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Administrators will conduct the TTESS process including goal setting, pre and post conferences, walk throughs and observations to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS data in Eduphoria</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Utilize CIS site coordinator to support students and families in their academic and social growth</p> <p><b>Strategy's Expected Result/Impact:</b> Students' Panorama Survey data for grades 3-4 will maintain or increase</p> <p><b>Staff Responsible for Monitoring:</b> Administrator CIS site coordinato</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 2: Priority 2: High performing and engaged work force**

**Performance Objective 1:** 75% of participants will respond as engaged or enthusiastically engaged in the SCUC Energage Survey for overall engagement. The Spring 2020 survey percentage was 69%.

**Evaluation Data Sources:** SCUC Workforce Survey data

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue staff appreciation efforts <b>Strategy's Expected Result/Impact:</b> Staff will feel appreciated <b>Staff Responsible for Monitoring:</b> Administration <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Engage in formal one-on-one discussions with staff members to discover areas of concern, needed support and/or growth, a minimum of once each semester. <b>Strategy's Expected Result/Impact:</b> Staff will be able to share concerns, and support will be provided. <b>Staff Responsible for Monitoring:</b> Administration <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Students and staff will celebrate custodians, cafeteria, and bus drivers. <b>Strategy's Expected Result/Impact:</b> Increase in staff cooperation within departments throughout SCUC <b>Staff Responsible for Monitoring:</b> All teachers Administration <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Staff will engage in Professional Development opportunities aligned to our key strategic actions. <b>Strategy's Expected Result/Impact:</b> Through active engagement, staff will learn and grow which will positively impact student achievement. <b>Staff Responsible for Monitoring:</b> All staff Administration <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Admin team will commit to 5-7 walkthroughs per week and will provide frequent quality feedback. <b>Strategy's Expected Result/Impact:</b> Admin and staff will be able to engage in meaningful discussions about concerns, strengths, weaknesses, and support needed. <b>Staff Responsible for Monitoring:</b> Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Grade levels will perform as high impact PLCs and always begin with celebrations. <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 7:</b> Engage in culturally responsive PD to increase sense of belonging and connectedness of staff. <b>Strategy's Expected Result/Impact:</b> All staff will feel connected and belong within our campus culture <b>Staff Responsible for Monitoring:</b> Admin team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** Priority 3: Highly satisfied students, parents, and community

**Performance Objective 1:** Student Survey: Overall mean by school will increase by 5%. The spring 2020 overall mean was 4.00

**Evaluation Data Sources:** Student Survey Data

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Students will participate in school-wide leadership roles.  <b>Strategy's Expected Result/Impact:</b> Students will feel included and satisfied with their learning community.  <b>Staff Responsible for Monitoring:</b> All teachers                      Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> "I am a Grizzly Leader" recognition  <b>Strategy's Expected Result/Impact:</b> Students will feel satisfied to be recognized for leadership skills.  <b>Staff Responsible for Monitoring:</b> All teachers                      Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Student Leadership portfolios will include goal setting and progress tracking artifacts. Teachers will be purposeful in designing and implementing the Student Leadership portfolios.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of goal setting and tracking of progress.  <b>Staff Responsible for Monitoring:</b> All teachers                      Staff Lighthouse Team                      Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Guidance lessons will be conducted with all students that focus on SEL, respect, and goal setting  <b>Strategy's Expected Result/Impact:</b> Students will have increased knowledge , skills, and strategies.  <b>Staff Responsible for Monitoring:</b> Krueger                      Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Priority 3: Highly satisfied students, parents, and community

**Performance Objective 2:** Parent Survey: Overall mean by school will increase by 10%. The spring 2020 overall mean was 3.92

**Evaluation Data Sources:** Parent Survey data

**Summative Evaluation:** None

<b>Strategy 1:</b> Increase "I regularly receive feedback from school staff on how well my child is learning." Spring 2020 mean was 3.58. <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Provide feedback communication to parents to keep them informed through weekly emails and monthly newsletters <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	State Compensatory	11.6399	\$2,600.00
<b>Sub-Total</b>					\$2,600.00
<b>Grand Total</b>					\$2,600.00

# Addendums