

Allen Independent School District
Green Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

At Green Elementary School we are focused on providing a positive, safe, and challenging learning environment in a way that

- strengthens our community of learners, parents, and teachers
- meets each individual's social, emotional, physical and academic needs
- supports individual learning styles
- provides instruction relevant to real-world applications

So that students become responsible, productive, and self-motivated citizens who successfully meet life's challenges.

Vision

Where Explorers grow!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Flossie Floyd Green Elementary is a 21 year old K-6 campus in Allen ISD. We have 2 PAS classrooms on campus. Although this improvement plan focuses on the 2016-2017 school year, the demographic and student achievement information comes from information available in 2015-2016.

Green Elementary's current total enrollment is 604 students. Green Elementary's economically disadvantaged student group has slightly decreased from 11.3% in 2015-2016 to 10.8% in the fall of 2016-2017 . Our attendance rate for the 2015-2016 school year remains steady at 97.2%. Our mobility rate for the 2015-2016 school year is 8.4%. Green enrollment is based around a neighborhood school concept and provides bus transportation for students residing in multi-family dwellings as well as for students requiring special education accommodations.

Demographic information/comparisons are based on TEA School Report Cards from 2015-2016:

- White: 60% (2016-2017); 63% (2015-2016)
- Asian: 16.3 (2016-2017); 15% (2015-2016)
- Hispanic: 9.27 (2016-2017) 8.7 (2015-2016)
- African American: 9.93 (2016-2017); 9.2(2015-2016)
- Two or More Races: 4.47 (2016-2017) 3.9%(2015-2016)
- American Indian: .33% (2016-2017); .31% (2015-2016)

According to TEA School Report Card information (2014-2015) and current PEIMS data (2016-2017), Green Elementary's student groups are documented as follows:

- English Language Learners 6.9% 2014-15; 5.2% 2015-2016
- Special Education 7.9% 2014-2015; 7.6% 2015-2016
- At Risk (TAPR Report 2014-2015) 29.1%

- Gifted and Talented 16% 2014-2015; 12.58% 2016-2017

In the fall of 2016, 46 (7.6%) students qualify for Special Education services. Of the students receiving Special Education services, 16 (34.78%) receive speech services, 15 (32.61%) receive resource support, 7 (15.22%) receive PAS (Positive Attitudes for Success) behavior services, and 7 (15.22%) are served in mainstream.

Demographics Strengths

An analysis of the demographics of Green Elementary indicate the following areas of strength:

- Many families move into Allen Independent School District for the outstanding reputation of the schools. Our families value quality education, and we have many supportive parents and students committed to student success. Green Elementary students and staff members embrace all students regardless of race, culture, or ethnicity.
- The attendance rate at Green Elementary remains stable at 97.2%

Demographics Needs

Although the demographics at Green have changed slightly over the past 5 years, there is still a need to focus on the following areas of our demographic student population groups:

The need to train our staff on differentiation of instruction for student populations in the area of special education learners.

The need to train staff in targeted instruction for our at risk student population and our economically disadvantaged students.

Student Achievement

Student Achievement Summary

Green Elementary believes every educator can make a difference in the growth of students, and every student has potential to be a successful learner. Through quality engaging educational experiences, collaborative teamwork, and families as teaching partners, a positive learning environment is created and nurtured. All learners are challenged to achieve personal excellence daily on their life-long learning journeys.

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Green Elementary met all targets:

- Index 1 - Student Achievement: Green Elementary Score: 93 (state target score = 60)
- Index 2 - Student Progress: Green Elementary Score: 47 (state target score = 32)
- Index 3 - Closing Performance Gaps: Green Elementary Score: 51 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Green Elementary Score 58 (state target score = 12)

Green Elementary met all of the state System Safeguards.

Although we are proud of our scores, we know that there is much more work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

All Subjects - 93% (State 69% and District 91%)
Reading - 93% (State 63% and District 92%)
Math - 92% (State 67% and District 93%)
Writing - 85% (State 69% and District 89%)
Science - 95% (State 75% and District 89%)

Green Elementary earned a distinction designation for Academic Achievement in Science. Although no other areas received a designated distinction we were close to achieving many indicators. We will continue to strive toward our campus goals for student achievement and progress through best teaching practices, intervention, and enrichment.

Note regarding Distinction indicators:

- Green Attendance Rate = 97.2%, Quartile 1 Minimum score Attendance Rate = 97.4%
- 51% of 3rd grade students achieved Level III/Advanced performance on STAAR Reading. Quartile 1 Minimum score was 53%
- 32% of 3rd grade students achieved Level III/Advanced performance on STAAR MATH. Quartile 1 Minimum score was 49%
- 49% of 4th grade students achieved Level III/Advanced performance on STAAR Reading, Quartile 1 Minimum score was 48%

- 36% of 4th grade students achieved Level III/Advanced performance on STAAR Math, Quartile 1 Minimum score was 57%
- 35% of 4th grade students achieved Level III/Advanced performance on STAAR Writing, Quartile 1 Minimum score was 42%
- 49% of 5th grade students achieved Level III/Advanced performance on STAAR Reading, Quartile 1 Minimum score was 55%
- 54% of 5th grade students achieved Level III/Advanced performance on STAAR Math, Quartile 1 Minimum score was 52%
- 26% of 5th grade students achieved Level III/Advanced performance on STAAR Science, Quartile 1 Minimum score was 26%
- 43% of 6th grade students achieved Level III/Advanced performance on STAAR Reading, Quartile 1 Minimum score was 50%
- 37% of 6th grade students achieved Level III/Advanced performance on STAAR Math, Quartile 1 Minimum score was 60%

Although STAAR achievement and progress have increased in certain tested areas, we are always committed to improvement.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2016 STAAR scores listed below:

3rd Grade Reading: 88% White and Hispanic - 64% At Risk
 3rd Grade Math: 100% African American and Asian - 76% At Risk
 4th Grade Reading: 100% Asian and Hispanic - 50% Special Education
 4th Grade Math: 100% Asian and Hispanic - 53% Special Education
 4th Grade Writing: 100% Hispanic - 33% Special Education
 5th Grade Reading: 100% Hispanic- 50% ESL
 5th Grade Math: 100% Asian - 44% Special Education
 5th Grade Science: 100% Asian - 56% Special Education and Economically Disadvantaged
 6th Grade Reading: 98% White- 50% LEP and ESL
 6th Grade Math: 92% White- 62% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. The goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Achievement Strengths

Green Elementary met all academic standards under the state's accountability system for the 2015-2016 school year.

The campus is proud of many different student achievement strengths, including:

- All of the Federal System Safeguards were met
- Green Elementary met standard in all areas assessed by STAAR in 2015-2016
- All Index indicators were met well above State standards;
- Index 1 - Student Achievement: Green Elementary Score: 93 (state target score = 60)
- Index 2 - Student Progress: Green Elementary Score: 47 (state target score = 32)
- Index 3 - Closing Performance Gaps: Green Elementary Score: 51 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score 58 (state target score = 12)
- Advanced Level III percentage increased in greater than expected student growth in the following areas: 3rd Reading Advanced Level III from 41 to 51%; 4th Reading Advanced Level III from 38% to 49%; 6th Reading Advanced Level III from 42% to 43%; 4th Writing Advanced Level III 23%-35%; 5th Science Advanced Level III 25%-26%

Multiple Intervention Opportunities:

- Champions Club after school, provided for 3rd-6th students in ELA, Math, and Science by ALL staff in 2015-2016
- SSI
- Before and after school tutoring
- Tutoring bus scheduled for late pick-up to accommodate bus riders
- Morning computer lab skills practice
- Homework Club for Special Education students
- Morning study hall
- Explorer time-academic intervention time for all students K-6 during the school day.

Student Achievement Needs

We will continue our focus on improvement of student achievement, progress, and meeting standards at the advanced level. It is imperative that all students and all student populations are targeted through ongoing intervention strategies for additional assistance.

There will always be needs for student achievement and progress until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 4th, 5th, 6th grade math. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for these students.
2. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 4th and 6th grade reading. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

3. 4th grade 2016 STAAR scores mathematics are significantly lower than scores in other grade levels. The root cause is that the 4th grade RTI structure needs to be strengthened including additional professional development provided for teachers and paraprofessionals.
4. 4th grade 2016 STAAR scores in writing are below the district average. The root cause is the need for specific and targeted vertical team planning, additional professional development provided for teachers and paraprofessionals.
5. 2016 STAAR student achievement scores for all students is a 93. Although we received a designated distinction for Science achievement, we did not receive any other distinctions when compared to 40 comparable campuses. In order to receive distinctions in other areas, our advanced level of passing needs to increase in all tests. The root cause is the need for deeper understanding of the content and curriculum to be established with students.

School Culture and Climate

School Culture and Climate Summary

Green Elementary was built in 1995. As a campus, we are dedicated to reaching the hearts of our students in order to empower our student's minds to learn. We also believe in building a partnership between the community and our school. We believe authentic learning occurs through the dedication of our staff and the development of relationships. Green has worked hard to establish a culture of learning through developing partnerships with families and students.

School Culture and Climate Strengths

Green Elementary embraces a culture in which both interpersonal and academic achievement is recognized in all students. Our school community recognizes the need for collaboration among all stakeholders, such as teachers, staff, parents, students, and the surrounding community. We recognize and appreciate the cultural and academic diversity of our students and work to provide opportunities to celebrate these differences.

School Culture and Climate Needs

Green Elementary staff are committed to supporting a culture that values continuous improvement in all domains of learning as well as the overall systems of our school. Below are several areas that were identified as targets for improvement:

1. We will continue to use positive reinforcement through execution of our PBIS model and CHAMPS within the classroom.
2. We will work toward increasing involvement in the PTA in order to maintain a positive working relationship to support our students.
3. We will celebrate the individual success and hard work of our staff consistently throughout the school year.
4. We will celebrate the individual success and hard work of our students monthly through our "Success starts with Me!" board and our "Green Pride" board.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as our Sunshine Committee events and professional team building activities, are held on campus to promote and foster team unity and cohesiveness while promoting a family atmosphere.

Staff Quality, Recruitment, and Retention Strengths

Green Elementary has a low staff turnover rate and 100% staff are highly qualified. Approximately 80% of Green teachers have more than five years of teaching experience. The district turnover rate is 11.3% which is 5% points less than the state turnover rate. A comprehensive staff development plan based on campus and district needs as determined by campus and district data is created annually to support the effectiveness of each teacher and to improve student achievement.

Staff Quality, Recruitment, and Retention Needs

- Targeted professional learning to meet teacher and campus goals.
- Continuous staff recognition and appreciation

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessment data through ongoing data dive meetings with campus administration at various checkpoints previously established, in order to improve both instructional effectiveness and student achievement. Data will be used to inform curriculum, instruction, and assessment decisions. The Core Team comprised of campus administration, Counselor, SSI teacher, and Campus Instructional Specialist, will meet weekly to discuss student and teacher needs in order to promote student and campus achievement. During professional learning, vertical teaming, data dives, instructional specialist meetings, and grade level PLC's, instructional practices are aligned with student needs and the expected outcome for overall student and campus achievement.

Curriculum, Instruction, and Assessment Strengths

- Individual instructional goals and campus goals are developed and maintained through a high level of teaching and effective practices.
- ESL and Special Education inclusion support services are aligned with classroom instruction.
- Weekly discussions are held to review instruction and student achievement by reviewing data.
- Small group instruction implementation is tailored to individual student needs.
- Structured intervention/enrichment time is provided all students and occurs on a daily basis.
- Students receive effective interventions which result in measurable progress.
- Implementation of Student Success Journals to promote individual student growth.

Curriculum, Instruction, and Assessment Needs

- Professional learning in regards to differentiation and small group instruction
- Data analysis meetings in order to drive effective instruction and best practices

Family and Community Involvement

Family and Community Involvement Summary

We continuously seek ways to improve our efforts to communicate with families and community stakeholders. In an effort to increase the home to school connection, we are identifying ways to increase the engagement of our families and the surrounding communities. We seek opportunities frequently in order to increase the overall involvement of our families and the community.

Family and Community Involvement Strengths

- Explorer Express (monthly principal newsletter)
- Chili Cook Off
- STEAM Night
- Milk and Cookies Night
- Multi-Cultural Night
- Newcomers Welcome Dinner
- Watch Dogs
- Summer Reading Book Club
- Green PTA weekly newsletter
- KC Club community projects
- Volunteer Appreciation
- Back To School In and Out Burger family picnic
- Senior Walk
- PTA End of the Year Celebration

Family and Community Involvement Needs

- Green Pride Board
- Newcomer welcome event for students who come new to us during the school year
- Brown bag lunch with principal
- Coffee with the principal

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failures
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Green Elementary's student achievement will continue to improve each year as measured by the annual TAPR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will demonstrate Advanced Academic Performance on state assessments and achieve Meets AYP in the No Child Left Behind Accountability system.	Administration, Teachers, and Staff	All students will achieve or exceed the mastery level on state assessments.				

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: All students in 3rd through 5th grade will demonstrate improved performance in Reading and Math. Green will have a passing rate of 90% or higher in all content areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will utilize Explorer Time and SSI to provide systematic, intentional, and measurable interventions. We will also increase performance levels by focusing on enrichment for higher performing students through utilization of higher level questioning, integration of technology, and differentiation. We will focus on the Fundamental 5 in our daily instructional practices.	SSI Lead teacher, CIS, Administration, and Teachers.	Allen Learning Walks, formative and summative assessments				
2) We will utilize CFA's, writing rubrics, district, and state assessments to assess learning and academic progress of students.	CIS, Administration, Teachers, Vertical Team Meetings	Show mastery of readiness standards and improvement throughout the year on formative and summative assessments, district and state assessments, and mastery on vertically aligned writing rubrics.				
3) We will provide enrichment through collaboration with our AIM teacher during Explorer Time.	AIM Teacher, Teachers, Administration	Increase in advanced rating on state assessments.				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: We will reduce the gap between all student populations and the overall student population.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will continue to use Heat Maps to pull data in order to help drive our decisions while studying the needs of our students and the need for instructional improvement.	Administration, CIS, CORE TEAM, Teachers	All assessments-STAAR, district benchmarks and simulations, and CFA's				
2) We will provide opportunities for students to apply knowledge in different formats such as project based learning, Google Classroom, and other technological applications to ensure higher level enrichment is occurring.	Administration, Teachers, Students, Parents	Student work samples, Allen Learning Walk data, observation				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Green Elementary will recruit, develop, and retain highly qualified staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will continuously encouraging our teachers and motivating them with various team building exercises, staff appreciation treats, lunches, and incentives such as notes of affirmation, dress up days, surprise coupons, and Sunshine Committee activities.	Administration, Sunshine Committee	Survey results, teacher retention, and staff participation at events				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 2: Green will provide multiple opportunities for students to participate in a variety of settings including but not limited to academics.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) We will provide opportunities to reach students in various settings through principal lunches, WGRN morning announcements, Green Screen Video design, PEER helpers, KC Club Leaderships and membership, STEAM Club, Maker Space, Peer to peer learning, and collaboration with other campuses.	Administration, Counselor, AIM Teacher, Campus Tech, Library Media Specialist, Staff	Survey detailing the use of different settings and strategies.				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Green will conduct PLC meetings in grade level teams and vertical teams for professional learning and growth and to dis-aggregate data to create RTI plans for SSI and Explorer Time for at risk, on level, and high performing groups.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will participate in will utilize resources through Amplify through their professional learning maps in order to meet individual instructional needs as well as campus needs for differentiation of instruction.	Administration, Staff, Vertical Team Leads, CIS, SSI Lead Teacher	Professional Learning, collaboration with staff, Allen Learning Walks, walk throughs				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: Green will provide professional learning opportunities for all staff to meet individual needs in order to increase student achievement and student progress.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green staff will work in high performing collaborative teams through scheduled opportunities for data dives, PLC's, vertical teaming and alignment, collaborative conversations through district Cadre meetings, and other professional learning opportunities offered throughout the district during the school year and summer.	Administration, Instructional Specialists, Team Leads, CIS	Professional learning implementation and conversations centered around professional growth and student growth.				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Green will provide students with technological experiences through use of technology and educational technology programs across various learning environments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Professional Learning at Green will provide a focus on differentiation and technology integration.	Administration, CIS, AIM teacher, Team Leads					
2) Green will provide opportunities through PLC's for technology committee members to disperse into small groups of staff to increase staff knowledge, understanding, and use of new technology resources available in the district. Groups will be broken into lower and upper elementary.	Administration, Staff, Technology team, Campus Tech, Library Media Specialist, District Technology Instructional Specialist					
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 2: Green will implement and utilize updated technology tools in order to increase the overall effectiveness of instruction, student learning, staff development, and administration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will provide meaningful, relevant, opportunities for student use of technology that supports curriculum and Technology Application TEKS. This will be accomplished through the use of classroom laptops/Chrome Books, interactive boards, or iPads which are all dedicated for student use.	Campus Tech, Staff, Administration					
2) Green's Technology Committee will meet regularly to study the needs of our staff by reviewing Amplify Professional Learning Maps, surveying the staff, and collaboration.	Administration, Technology Instructional Specialist, Technology Committee	Teacher feedback, Allen Learning Walks, student products, observation of and frequency of technology use in the classrooms				

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Increase volunteer and service opportunities for all students and families within the community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will continue to foster the environmental club and its annual goals. The Environmental Club will help to sustain the milk carton recycle program, recycling efforts within the classroom, and the beautification of the campus garden.	Environmental Staff Representatives through KC Club members and PTA liaison, Administration, Environmental Club	Recycled cartons, beautification of garden, and public service green screen announcements created by students and broadcast via WGRN.				
2) Green will develop a Culture Committee in order to promote and sustain overall awareness and sensitivity toward various cultures within our community.	Culture Committee Chair and members, Administration	Multi-Cultural night, public service announcements created by students and broadcast via WGRN.				
3) Green will continue to foster the Kindness and Compassion club and its annual goals. The Kindness and Compassion club will sustain overall awareness and sensitivity to others through various community service projects and outreach efforts.	KC Club student leaders and staff leaders, administration, Counselor	Various outreach efforts, public service announcements via WGRN and throughout the building created by student leaders, accomplished group goals and projects				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 2: Green will have a comprehensive instructional program and differentiated instruction for all students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will offer STEAM Club for students in grades 5th and 6th grade as well as a STEAM Night for all students.	AIM Teacher, Teacher Leads, Administration	Green screen public service advertisements of various accomplishments of STEAM club. Student created advertisement of STEAM night.				
2) Green will enhance intervention time by providing Explorer Time during the school day for all students K-6 and all RTI levels of academic need. Explorer Time will provide students with both an intervention approach as well as an enrichment approach depending on the individual needs of the students. Staff will be provided ongoing professional learning through Amplify and PLC's on differentiated instruction and intervention.	Teachers, SSI staff, CIS, Administration, AIM teacher	Student achievement and progress will improve. Professional Learning opportunities for staff.				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 3: Green will develop challenging, engaging, and diverse learning experiences so act all students are effective problem solvers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Through implementation of Fundamental 5, collaboration during PLC's, rigorous questions stems, critical writing, vertical team planning and collaboration, team collaboration and use of SEI funds, Green will be able to develop challenging and diverse learning experiences in order for students to become effective problem solvers.	Administration, Vertical teams, CIS, SSI	Allen Learning Walks, teacher observations, assessment scores that show improvement.				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 4: Green will provide opportunities for students to be exposed to character programs, diversity, and focus on kindness and compassion.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will provide character education and diversity awareness during daily WGRN character words of wisdom, guidance counseling, and Celebrate Me Diversity week for all students in K-6.	Administration, Specials Teachers, Teachers, and Counselor	Monthly character awards, teacher observation, Success ticket winners, student feedback, data from safety reports and PBIS data.				
2) Green will ensure student recognition for positive character traits, Exemplary Explorer Awards, classroom incentives and rewards, Grade level Grow Worm award, and Success Ticket Winners	Administration, Counselor, Teachers	Exemplary Explorer Celebration, Weekly Success Ticket Winner drawing, Monthly Character of the month winner announcements, parent and student feedback.				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 5: Green will provide training and opportunities for our parents to grow in the understanding of diversity.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will provide parent information on Bully and Harassment awareness.	Administration, Teachers, Counselor	Newsletter, presentations, and parent feedback.				
2) Faculty and PTA will coordinate multiple opportunities throughout the year for the Green Community to come together and create a stronger community.	All staff and PTA	Parent feedback and involvement, PTA events, Open House, Multi-Cultural Night, Milk and Cookies Night, End of Year Celebration Picnic, Newcomers Welcome Dinner, STEAM Night				

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Green will ensure a safe environment conducive to student learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Green will ensure a safe and structured school through our crisis team, counseling lessons, drills, public service student announcements via WGRN, implementation of PBIS and CHAMPS within the school and classroom, table top crisis exercises, Fire Safety Week, Red Ribbon Week, High School PALS, and Celebrate Me Diversity Week	Administration, Team Leads, Staff, Counselor	community feedback, incident reports, office referrals, staff survey				
2) Green will continue the implementation of our WATCH DOG program.	Counselor, PTA Representative, Administration	parent involvement, feedback from volunteer dads, student and teacher feedback				
						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Green will partner with parents to ensure their children are attending school and not missing valuable instruction time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Attendance rate at Green will increase to 98% through a variety of positive reinforcement measures to both parents and students.	Administration, PEIMS monitoring, parental support	Attendance rate will be at 98%.				
						

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Stacia Butler	Principal
Administrator	Brooke Cherry	Assistant Principal
Classroom Teacher	Bobbie Allen	Campus Instructional Specialist
Classroom Teacher	J'Aime Balogh	Fifth Grade Team Lead
Classroom Teacher	Cheryl Goodwin	Specials Team Lead
Classroom Teacher	Megan Harris	Kindergarten Team Lead
Classroom Teacher	Kelli Roberts	Sixth Grade Team Lead
Classroom Teacher	Carol Shinall	Fourth Grade Team Lead
Classroom Teacher	Cindy Trantham	Special Areas Team Lead
Community Representative	Jeff Leach	State Representative
District-level Professional	Kim McLaughlin	Director of Student Services
Paraprofessional	Elizabeth Bogir	SSI Instructional Aide
Parent	Stephanie Showalter	Parent