

# Allen Independent School District

## Green Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Mathematics  
Top 25 Percent: Comparative Closing the Gaps



## **Mission Statement**

Green Elementary will cultivate a community of learners by reaching the hearts and empowering the minds in order to ensure success.

## **Vision**

Where Explorers Excel

## **Core Beliefs**

All students are capable of learning when met with a caring and accountable environment.

All students deserve a quality education in an engaging and accountable environment.

Educators foster the success of every learner.

Educators provide each student with a nurturing, engaging, and challenging education to achieve students' academic and personal success.

Children learn best when there is a strong home to school partnership.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Flossie Floyd Green Elementary is a 23 year old K-6 campus in Allen ISD. We have specialized classes, DEAR, and PAS on our campus. Although this improvement plan focuses on the 2018-2019 school year, the demographic and student achievement information comes from information available in 2017-2018.

Green Elementary's current total enrollment is 598 students. Green Elementary's economically disadvantaged student group has increased 5% compared to the 2016-2017 school year and is currently at 14%. Our attendance rate has decreased from 97.4% in 2016-2017 to 96.9% in 2017-2018. Our mobility rate for the 2017-2018 school year has increased to 14% and has doubled since 2012-2013.

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:

- White: 53% (2017-2018) 60% (2016-2017); 63% (2015-2016)
- Asian: 19% (2017-2018) 16% (2016-2017); 15% (2015-2016)
- Hispanic: 13% (2017-2018) 9% (2016-2017) 9% (2015-2016)
- African American: 10% (2017-2018) 10% (2016-2017); 9% (2015-2016)
- Two or More Races: 5% (2017-2018) 4% (2016-2017) 4%(2015-2016)

Green Elementary's student groups are documented as follows:

- English Language Learners 9% (2017-2018) 7% (2016-2017)
- Special Education 10% (2017-2018) 7% (2016-2017)
- At Risk 22% (2017-2018) 25% (2016-2017)
- Gifted and Talented 9% (2017-2018) 15% (2016-2017)
- Mobility Rate 14% (2017-2018) 13% (2016-2017)
- Economically Disadvantaged 14% (2017-2018) 9%(2016-2017)

In the fall of 2017, 61 (10%) students qualify for Special Education services. Of the students receiving Special Education services, 25 (40%) receive speech

services, 23 (38%) receive resource support, 13 are in a self contained setting (PAS or DEAR) (21%), and 4 (7%) 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 is at 97%
- Many support systems are in place for at risk students

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students moving into Green from different areas of the state or country need more support during this transition as their level of academic exposure may be limited.

# Student Achievement

## Student Achievement Summary

Green Elementary believes every educator can make a difference in student growth, and that every student has the potential to be a successful learner. This can be accomplished through quality and engaging educational experiences, collaborative teamwork, and working with families as teaching partners. In addition, teachers create positive learning environments for all students while all learners are challenged to achieve personal excellence daily.

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Green Elementary received the following percentages in Domains 1-3:

- Domain 1 - Student Achievement: 93
- Domain 2 - Student Progress:88
- Domain 3 - Closing Performance Gaps: 100

Overall Score: 95

Overall Rating: A

Distinctions Earned: Mathematics and Comparative Closing the Gap

Analysis of overall Student Achievement:

	READING		MATH		SCIENCE		WRITING	
	APP Meets	MASTER	APP Meets	MASTER	APP Meets	MASTER	APP Meets	MASTER
	%	%	%	%	%	%	%	%
3rd Grade	90	74	46	94	78	53		
4th Grade	89	65	33	95	82	54	80	55
5th Grade	93	68	43	95	79	49	87	68
6th Grade	94	75	56	98	93	74		

Analysis of Domain 3 Closing the Gap

	African American			Hispanic			Asian			Special Education			Economically Dis		
	A	M	Master	A	M	Master	A	M	Master	A	M	Master	A	M	Master
Reading	80	53	33	92	61	39	90	72	55	77	51	20	73	47	24
Math	93	63	37	97	79	32	95	85	72	86	66	40	94	61	35
Writing	33	0	0	100	67	118	37	2	39	44	33	0	58	33	8
Science	80	20	0	90	79	48	85	69	46	70	60	20	75	38	19

% at Meets Grade Level or above	All Students	African American	Hispanic	Asian	Special Ed	Economic Disadvantage
Reading	71	53	59	72	50	47
Math	84	63	77	85	64	61

Academic Achievement Component Score: 94%

Academic Growth Status	All Students	African American	Hispanic	Asian	Special Ed	Economic Disadvantage
Reading	78	64	75	91	76	67
Math	90	84	92	93	91	87

Academic Growth Status Component Score: 100%

### Student Achievement Strengths

Green Elementary met all academic standards under the state's accountability system for the 2017-2018 school year. The campus is proud of many different student achievement strengths, including:

3rd-6th Grade Math with an overall average percentile score of the following:

Approaches: 96% Meets: 83% Masters: 58%

3rd-6th Grade Reading with an overall average percentile score of the following:

Approaches:93% Meets: 71% Masters: 45%

Green Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:

- School Wide Explorer Time Intervention
- SSI Support Tier 2 and Tier 3 Students
- Before and After School Tutoring
- Morning Computer Lab
- Homework Club for Special Education students
- Morning Study Hall
- Staff Data Dives
- Regularly Scheduled Collaboration Meetings
- Extension/Enrichment opportunities for gifted and talented students

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

**Problem Statement 1:** PLC collaboration should focus on reading interventions and strategies in order to enhance instructional effectiveness to improve the progress of all students.. **Root Cause:** Reading performance across 3-5 is in the 3rd quartile of performance scale.

**Problem Statement 2:** PLC collaboration should focus on writing interventions and strategies in order to enhance instructional effectiveness to improve the progress of all students.. **Root Cause:** Vertical alignment is weak.



# 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, empowering our student's minds to learn while building strong leadership within our students and staff. 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 an authentic learning experience which includes small group instruction, targeted intervention, and differentiated approaches to reach all students. Green has worked hard to also establish a great 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.

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, CHAMPS, and Leader in Me 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!" board and our "Green Pride" board.
5. We will build capacity in the development of our teachers and their teaching practices with our campus instructional coaches, teacher leaders, and administration.
6. We will utilize collaborative planning time to build stronger instructional practices that will enhance student learning.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student survey suggests that student data notebooks will assist in empower students in their own learning.

**Problem Statement 2:** Teacher feedback suggests there is a need to align collaborative planning time.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff members at Green Elementary maintain highly qualified credentials. The strategies for managing staff quality, recruitment, and retention are professional development, peer collaboration, and teacher support. Supporting all teachers, with an emphasis on new teachers, is a priority.

## Staff Quality, Recruitment, and Retention Strengths

Staff quality, recruitment, and retention are priorities at Green Elementary. Peer collaboration, professional development, and teacher support are the strengths of Green Elementary in this regard. Professional development is offered to teachers who need assistance in improving instructional practices and improving student achievement. All teachers are offered a variety of training opportunities on campus and within the district depending on interests, goals, and needs. T-TESS goal setting helps teachers focus on specific areas of desired growth and administrators strive to meet those needs by affording time and funds as needed. Teachers are also encouraged to visit other classrooms on campus or at other campuses to observe instruction. Green's most effective teachers are invited to collaborate and share new learning either on district staff development days or at faculty meetings. Instructional coaches are invited to work with teachers to analyze data and target areas in need of growth for student and to correlate how their institutional practices need to adjust so that students can progress. New teachers are invited to attend campus "rookie rallies" which provide ongoing training throughout each semester and are consistently monitored throughout the year by administrators. In addition, new teachers are assigned a Bell Mentor on campus and teachers new to the district are assigned a buddy.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** First and second year teachers need ongoing supports and additional opportunities for collaboration.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Staff will review student assessment data through ongoing data dive meetings, PLC's, instructional action teams, and vertical action teams with campus administration and instructional coaches at designated checkpoints throughout the year, in order to improve both instructional effectiveness and student achievement. Data will be used to make informed decisions, enhance instruction, and create targeted assessments to increase student performance.

The Core Team comprised of campus administration, Counselor, SSI teacher, and Campus Instructional Coaches, will meet bi-weekly to discuss student and teacher needs in order to improve student and campus achievement.

During professional learning, vertical teaming, data dives, instructional coaching 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

There are many systems and safeguards in place to ensure that the Curriculum, Instruction and Assessment at Green Elementary are relevant, effective and implemented with integrity.

Green teachers are expected to provide differentiated instruction as needed to all students through small group and/or individual instruction. Data collected from district and state assessments is used to make decisions regarding intervention and enrichment grouping as well as specific TEK content targets. Each grade level along with Principals, CIS, SSI, instructional coaches, and other relevant support staff meet at specific times in the school year to review student needs and implement plans for intervention and enrichment to maximize instructional effectiveness. During professional development, vertical teaming, Core SITs, and PLC meetings, instructional activities are aligned with student learning needs and expected outcomes for achievement.

Newly appointed instructional coaches will assist teachers in collaborative lesson planning, instructional best practices, and techniques in the classroom as well as evaluating data in order to meet students' individual needs.

Leadership Notebooks are created for each student in order to assist students with meeting specific academic and personal goals. These notebooks also include specific and measurable data points to empower students in their own growth through the year.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Green Elementary Reading and Writing scores declined from the 2017-2018 school year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We continuously seek ways to improve our efforts to communicate with families and community stakeholders. The staff at Green Elementary is committed to fostering positive and purposeful relationships with parents, families, and the Allen community we serve. Educating and engaging families in the educational process as well as school-related activities and events is a priority. It is our goal to foster the home to school connection in order to deepen the relationships within our community. Communication is an important variable at Green Elementary. We have an open door policy and strives to keep all stakeholders updated regularly.

A parent survey was given in May 2018. The following data was collected:

119 parents completed the survey.

98% of families feel that Green is a welcoming place to be.

97% of parents feel that the school is a positive place to be.

97% of parents feel that Green staff care about their child.

93% of parents feel that Green staff have high academic standards for all students.

95% of parents feel that Green staff have high behavioral standards for students.

97% of parents feel administration at Green are available and willing to discuss concerns or suggestions.

93% of parents feel they regularly receive information or assistance from staff when needed regarding how to work with my child at home.

96% of parents feel that staff return calls or emails in a timely manner.

## Parent and Community Engagement Strengths

In order to focus on a home/school connection to educate and engage parents in understanding how to support their children, Green strives for the following:

- Principal Corner in the PTA Newsletter

- Grade Level Week Newsletters and PTA Newsletter
- PTA evening events such as: STEAM Night, Milk and Cookies Night, Chili Cook-off, Newcomers Welcome Dinner
- Multi-Cultural Night
- Academic Night
- PTA, Watchdogs, Volunteer readers, parent volunteers on field trips, etc.
- Summer Enrichment "Brown Bag Specials"
- Summer Book Club
- KC Club Community Projects
- Kindergarten Orientation and Green Overview Night (Curriculum Night)
- PTA purchases many resources for classrooms and grade levels such as Academic Teacher Resource Books, Scholastic magazines, Maker Space Activities, Lending Library, Leader In Me, and so much more!
- Senior Walk
- Quarterly Celebration of Learning Assemblies
- PTA End of the Year Celebration
- Teacher Blog for flexible math strategies

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** There is a discrepancy in what parents know about their child's academic success, how they can help their student, and how they can help the school.

# School Context and Organization

## School Context and Organization Summary

Green Elementary is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to make instructional decisions that support campus goals. When our students are not making progress, we conduct a Student Intervention Team meeting or a Review ARD/504 staffing/meeting to make adjustments. We work hard to ensure that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective use of planning time. A survey was done within our community to gain knowledge on what our families knew or didn't know regarding our overall campus systems and procedures.

## School Context and Organization Strengths

Optimal use of the school day for instruction

Effective programs to support individualized instruction (AIM, Special Education, and ESL)

Fidelity to campus requirements for instructional minutes

The RTI model is utilized effectively

Intervention and enrichment blocks

Master schedule maximizes instructional time which includes teaming in grades 3rd-6th grade and self contained classrooms in Kinder through 2nd grade

100% compliant with district safety drill requirements

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Increase methods used to measure student academic progress.

**Problem Statement 2:** There is a need for increasing communication to stakeholders regarding overall school progress in state accountability.

# Technology

## Technology Summary

Green will continue to implement the district's technology learning plan. Students have access to 5 laptops or chrome books in every classroom and two computer labs. Students also have access to student IPADS. Each teacher has an ipad for instructional use as well. Through ongoing implementation, assessment, and training, Green Elementary continues to provide digital learning while focusing on appropriate use of instructional technology at the highest levels in the classroom.

## Technology Strengths

Green classrooms have computers, interactive boards, and document cameras. Our campus has successfully built a culture in which students are accustomed to using technology in their academic work. Many instructional software options are available to meet individual student needs. Green began implementation of Maker Space in January of 2016. Continued implementation of Maker Space will occur in the 2018-2019 school year with a focus on TEK integration. Writing portfolios and the use of Goggle classroom are being implemented throughout some classrooms at Green. Some teachers utilize Aware in order to streamline data analysis and build CFA/CBA for student growth.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Job-embedded professional development is needed regarding high-quality tech tools to support classroom integration and student production.

**Problem Statement 2:** Continued professional learning is needed for increased utilization of Aware.

**Problem Statement 3:** There is a need to integrate maker-space into the scope and sequence of unit design.



# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** Green Elementary students will show a minimum of one year's worth of growth in reading and math as measured by local and state assessments.

**Evaluation Data Source(s) 1:** Using student performance data from beginning of the year to the end of the, Green will continue to analyze and design instruction, target intervention, small group instruction, and enrichment. Effectiveness will be measured through student achievement data.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative		Summative	
			Sept	Dec	Mar	May
1) Teachers will utilize Instructional Coaches to assist with lesson designing, modeling, and data interpretation.	Coaches, Administration, Teachers					
2) Teachers will meet at Data Dives in order to review and track the data of all students to develop a plan for intervention and support.	Teachers, Coaches, and Administration					
3) All grade level teachers and support areas will facilitate small group instruction in order to provide differentiated instruction for student growth and mastery.	Teachers, Administration, and Coaches					
4) Teachers will develop and analyze campus based assessments and common formative assessments with the support of our instructional coaches.						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 2:** Green Elementary will provide additional support and resources to improve achievement of the special programs' populations at Green.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing toward high school graduation.	Teachers Campus Administrators	Academic improvement of tier 2-3 students				
<b>Funding Sources:</b> School Excellence Initiative - 7000.00						
2) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Teacher and Campus Administration	Academic improvement for at risk students.				
<b>Funding Sources:</b> Comp Ed - 193000.00						
3) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Teachers and Campus Administration	Academic improvement of our English Learners.				
<b>Funding Sources:</b> Title III - 2400.00						
4) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Special Education staff and Campus Administration	Academic improvement of our Special Education students.				
<b>Funding Sources:</b> Special Education - 515000.00						
5) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Gifted and Talented teacher and Campus Administration.	Academic improvement and increased master performance of our gifted learners.				
<b>Funding Sources:</b> Gifted/Talented - 75000.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

# Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

**Performance Objective 1:** Green Elementary will provide support for students' academic, personal, and social growth at home and at school.

**Evaluation Data Source(s) 1:** Academic Night Handout and survey, Curriculum Videos online, Leader In Me Parent Training, Accountability Session; Leader in Me Time, Leadership Notebooks, Social Emotional Learning; student led conferences; grade level goals and scoreboards, class mission statements.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Green Elementary will partner with our parents understanding on what their student learns and how they learn through parent centered activities.	Teachers, Administration	Academic Night, Classroom blogs, Parent tips, Student led conferences, STEAM Night				
2) Green Elementary will hold student led conferences in the fall where students will lead their conference to share their academic growth and goals for the year.	Teachers, Parents, and Administration					
3) Students will utilize Leadership Notebooks in order to track their own growth in various areas of their learning.	Parents, Teachers, and Administration					
4) Classrooms will develop classroom mission statements in order to build a classroom environment where all students can succeed.	Students, Teachers, and Administration					
5) Parents will have the opportunity to train in Leader in Me in order to carry the skills our students are learning with Leader in Me into their home.	Parents, Teachers, Counselor, Administrators					
6) Leadership Notebooks will be sent home each nine weeks in order to build sustainability and awareness of individual student progress.	Students, Teachers, Administration, and Parents					
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

# Goal 3: 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 Elementary will develop and utilize efficient, effective PLC processes to support classroom instruction and overall school operations.

**Evaluation Data Source(s) 1:** PLC Framework, Commitments, Norms, SLO's, TTESS Goals, and student data charts

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Green Elementary will structure collaborative teams to have discussion around the 4 critical questions within their PLC.	Coaches, Teachers, and Administration					
2) PLC groups will review and/or create common formative assessments and campus based assessments in order to assess and monitor student achievement.	Coaches, Teachers, and Administration					
3) PLC groups will review data from local, district, and state assessments in order to drive intervention and small group instruction on a continual basis.	Coaches, Teachers, and Administration					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Campus Funding Summary

<b>School Excellence Initiative</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Support for Tier 2 and 3 Students		\$7,000.00
<b>Sub-Total</b>					\$7,000.00
<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$193,000.00
<b>Sub-Total</b>					\$193,000.00
<b>Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,400.00
<b>Sub-Total</b>					\$2,400.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$75,000.00
<b>Sub-Total</b>					\$75,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$515,000.00
<b>Sub-Total</b>					\$515,000.00
<b>Grand Total</b>					\$792,400.00