

**Allen Independent School District**  
**Green Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Where every Explorer excels

## Vision

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

## Value Statement

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 and school partnership.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 8
  - Perceptions 11
- Priority Problem Statements 13
- Comprehensive Needs Assessment Data Documentation 14
- Goals 16
  - Goal 1: Allen ISD will cultivate a culture of excellence. 17
  - Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military. 19
  - Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth. 22
- Campus Funding Summary 26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Flossie Floyd Green Elementary is a 28 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 2022-2023 school year, the demographic and student achievement information comes from information available in 22020-2021 and 2022-2023.

Green Elementary's current total enrollment is 587 students. Green Elementary's Economically Disadvantaged student group has decreased from 24% to 17% over the last year. Our mobility rate is 11% (increase of 1% from previous year)

Procedures are implemented to encourage attendance such as frequent parent communication from teachers and administration, parent sign in, student conferences, and awards for attendance. For the 21-22 school year our attendance rate was at 97%.

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.

School and Student Information 2021-2022	
<b>Attendance Rate</b>	
<b>Enrollment by Race/Ethnicity</b>	
African American	13.1%
Hispanic	16.49%
White	56.7%
American Indian	0.9%
Asian	20.8%
Pacific Islander	0.2%
Two or More Races	8.3%
<b>Enrollment by Student Group</b>	
Economically Disadvantaged	17%
English Learners	8.5%
Special Education	18.7%
Gifted and Talented	13.3%

## 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 has improved from 96% to 97% despite the impact of COVID19 absences. The campus attributes this rate to a strong partnership with families and a focus on high quality education.
- Many support systems are in place for at risk students.
- Green offers many diverse programs and after school clubs for our students to engage in a variety of learning opportunities and foster friendships (i.e. STEAM Club, Community Education Clubs, Lighthouse Student Leaders, Yearbook Club Recycling, Book Club, Safety Patrol, UIL)
- Green provides a staff development plan based on campus and district needs as determined by data

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our at risk population, SPED and economically disadvantaged students struggle to reach approaching grade level standards on STAAR in reading, math and science. **Root Cause:** COVID 19 loss of instruction and gaps and all students are expected to take the same test despite their learning difficulties.

# Student Learning

## Student Learning Summary

Green Elementary utilizes campus instructional coaches to ensure that strategies are designed to improve student performance. Weekly PLC meetings are centered around instructional planning with a focus on the TEKS. Green Elementary has a robust intervention and RtI (Response to Intervention process.) Student information is reviewed routinely by the RtI committee to meet the needs of struggling students. Intervention provided is based on universal screeners, district criteria and teacher input based on classroom observation.

## Student Achievement Summary

Green Elementary met all academic standards and System Safeguards under the state's accountability system for the 2018-2019 school year. Green also earned STAAR Distinction Designation in the area of Mathematics and Comparative Academic Growth. All school in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Green Elementary exceeded all four targets.

### 2019 Accountability Summary

(Note: No Accountability Summary from TEA due to COVID 19 for the 20-21 school year)

Index	Green Elementary's Score	Elementary's Score Report Card
Index 1- Student Achievement	93	A
Index 2- Student Progress	86	B
Index 3- Closing Performance Gaps	90	A

## Analysis on Closing the Gap Performance

All student groups successfully surpassed the target indicators set by the state with the exception of our ELAR Reading Target with our Economically Disadvantaged student group (minimum target needed: 64; Eco Dis actual: 63) resulting in an overall domain score of 90%

**Overall Campus Rating for 2019: A**

## Student Learning Strengths

Due to the pandemic disrupting school operations, Governor Greg Abbott determined that schools would not be rated on the state A-F accountability grading system for the 2021-2022 school year, but students still took the state assessments online.

A thorough analysis of Green Elementary student achievement reveals the following areas of strength:

2021-2022 STAAR Reading Performance Summary			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level

**2021-2022 STAAR Reading Performance Summary**

3 <sup>rd</sup> Grade	92%	74%	53%
4 <sup>th</sup> Grade	87%	68%	42%
5 <sup>th</sup> Grade	95%	68%	50%
6 <sup>th</sup> Grade	86%	64%	38%

**2020-2021 STAAR Reading Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	80%	52%	28%
4 <sup>th</sup> Grade	71%	42%	23%
5 <sup>th</sup> Grade	84%	60%	44%
6 <sup>th</sup> Grade	85%	60%	36%

**2021-2022 STAAR Math Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	82%	58%	31%
4 <sup>th</sup> Grade	74%	55%	33%
5 <sup>th</sup> Grade	84%	55%	31%
6 <sup>th</sup> Grade	96%	81%	54%

**2020-2021 STAAR Math Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 <sup>rd</sup> Grade	76%	47%	30%
4 <sup>th</sup> Grade	71%	44%	29%
5 <sup>th</sup> Grade	86%	71%	52%
6 <sup>th</sup> Grade	96%	85%	61%

**2021-2022 STAAR Science Performance Summary**

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5 <sup>th</sup> Grade	76%	40%	15%

<b>2020-2021 STAAR Science Performance Summary</b>			
	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5th Grade	76%	52%	29%

**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
- Homework Club for Special Education students
- Staff Data Dives
- Regularly Scheduled Collaboration Meetings
- Extension/Enrichment opportunities for gifted and talented students
- Instructional Coaching for staff

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Math performance overall did not hit the expected goal. **Root Cause:** Gaps in Math are a lot greater due to COVID 19 and the limited opportunities to teach using concrete applications as often as teachers could/should.

**Problem Statement 2:** Overall growth measure did not hit the expected goal. **Root Cause:** Continued gaps seen from COVID 19.



# School Processes & Programs

## School Processes & Programs 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. Green Elementary has specially designed monthly Rookie Rallies that provide new staff with ongoing support, training, and encouragement. Additional support to all staff is emphasized in professional empowerment training throughout the year.

Staff 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 SIT Team comprised of campus administration, SSI teacher, classroom teacher, and CIS meet regularly to discuss student and teacher needs in order to improve student performance in both social, behavioral and academic achievement. 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.

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.

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 and 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 strive to keep all stakeholders updated regularly.

## School Processes & Programs Strengths

### Staff Recruitment, Retention and Quality:

Staff quality, recruitment, and retention are priorities at Green Elementary. Staff monthly moral boosters, peer collaboration, professional development, and teacher support are the strengths of Green Elementary retention and recruitment. Professional development is offered to teachers who need assistance in improving instructional practices and improving student achievement centered around our campus goals. 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 work consistently 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 attend campus "Rookie Rallies" which provide monthly support 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.

### Curriculum, Instruction and Assessment:

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. PLC's, instructional coaches, weekly planning, action teams, and administrative support provide safeguards that ensure we are aligned in our practices to support and enrich instructional designs for overall student success.

Green teachers are expected to provide differentiated instruction for all students through small group and/or individual instruction. Data collected from district and state assessments is utilized in the decision making process for intervention and enrichment groupings 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.

Instructional coaches 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 for each student at Green are utilized 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.

Ongoing data collection binders are provided for each teacher to assist with small group instruction design and implementation as well as to provide a central location for data analysis.

### **Community and Parent Supports:**

The following Green Elementary strengths reflect our commitment to community involvement. Due to COVID-19, many events will be postponed until further notice.

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:

- Grade Level Week Newsletters and PTA Newsletter
- PTA Newsletter coordinated in conjunction with the campus
- PTA evening events such as: STEAM Night, Milk and Cookies Night, Taco Night, Back to School Bash, Newcomers Welcome Dinner, End of year picnic
- Multi-Cultural Night/Day
- Student Led Conferences
- PTA, Watchdogs, Volunteer readers, parent volunteers on field trips, etc.
- Summer Enrichment "Brown Bag Specials"
- KC Club Community Projects
- 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 Leadership Celebration

### **Additional Supports:**

In addition to parent supports we provide the following to effectively meet the needs of our diverse population:

- 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

- Social Emotional learning provided daily by all teachers

### **Safe and Secure Schools**

In order to maintain a safe and secure setting, Green Elementary has a monthly focus on reviewing drills with all students and staff, provide table top training through Safe and Secure Schools with staff twice a year, as well as, practice evacuation, lock down, holds and lockout drills twice a school year. Green Elementary is 100% compliant with district safety drill requirements each year.

In addition to the overall safety of our school, Green Elementary provides "LEAD Time"/SEL Time for every grade level on an ongoing bases to provide the necessary supports needed for each students Social Emotional Learning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students moving into the community have learning gaps and/ or social and emotional needs. **Root Cause:** Students from low SES-economic families may be dealing with isolation, fear, and facing other emotional hardships.

# Perceptions

## Perceptions Summary

Green Elementary was built in 1995. As a campus, we are dedicated to reaching the hearts of our students, empowering our students' 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 fosters a culture of learning through an authentic learning experience which includes small group instruction, targeted intervention, and differentiated approaches to reach all students. In addition, Green has established great partnerships with families and students.

### Vision

Where *every* Explorer excels

### Mission

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

### 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 and school partnership.

## Perceptions 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, CHAMPS, Hacking School Discipline, Second Steps and Leader in Me within the classroom.
2. We will continue to foster and promote 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 grade level score boards and leadership notebooks.
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.

7. We will continuously provide our students with a sustainable and effective social emotional learning environment through daily implementation of our Second Steps curriculum and Leader In Me curriculum.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Due to our diverse student population as well as the increase of new to Green families, it has been more difficult for families to feel immersed in our school culture. **Root Cause:** Increase level of conflicts with family schedules, COVID 19 and limited school wide events when seeking to engage families into our school wide events.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

#### **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
- Communications data
- Budgets/entitlements and expenditures data









# Goals

**Goal 1:** Allen ISD will cultivate a culture of excellence.

**Performance Objective 1:** Green Elementary will use assessment data to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.







**Evaluation Data Sources:** classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, DRA2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet in professional learning communities to learn, share, and provide feedback regarding the implementation of differentiated instruction, assessments, student goal setting, data collection, and student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the academic progress of students</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Green Elementary staff will meet every 6-8 weeks with campus instructional coaches and/or district instructional specialists to support best practices and student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Allen ISD will cultivate a culture of excellence.

**Performance Objective 2:** Green Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.






**Evaluation Data Sources:** Number of discipline referrals, student responses in the classroom and within the school community, staff and parent surveys. In addition we will monitor the Rhithm application to see who our responses are supporting the overall mental health of our staff and students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Green Elementary will reinforce restorative practices to maintain our focus on a positive learning environment and reduce discipline referrals through ongoing training and support for staff to support our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be empowered to implement the nine restorative hacks throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Culture Action Team, Staff, Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will target and monitor social emotional learning utilizing Rhithm, Second Steps, and Leader In Me Curriculum to support the social emotional learning of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn new coping strategies to support their social emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> All staff, Administration, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Allen ISD will cultivate a culture of excellence.






**Performance Objective 3:** Green Elementary will promote and support effective use of technology for curriculum and instruction to provide opportunities for students to use computers as producers while limiting the computer use as a consumer.

**Evaluation Data Sources:** Technology Committee Feedback, Lesson Plans, Student Work

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through campus based technology team, we will promote, support and implement professional learning around technology integration through tech talks, campus newsletter or professional learning communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have opportunities to attend tech talks provided by our campus or district technology teams.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, coaches, administration, district technology instructional specialist</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.







**Performance Objective 1:** Green Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires collaboration, problem-solving, and innovation to enhance student learning

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Green Elementary will support teachers in disseminating data through mCLASS Reading Diagnostic Assessment and MAP Growth Adaptive Assessment to plan instruction/intervention to meet the individual needs of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize more sources of information to determine strengths and/or weaknesses of each student. This information will allow teachers to plan purposeful lessons to engage and intervene during classroom instruction, their intervention block, and tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CIS, Instructional Coaches and SSI teacher</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

**Performance Objective 2:** Green Elementary will empower staff to cultivate, collaborate and create opportunities to support and learn from one other to improve the overall effectiveness of instructional practices.







**Evaluation Data Sources:** Leadership Action Team Feedback, Vertical Action Teams, Action Team Feedback, OHI Survey, Leader In Me MRA Data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purposefully planned action and team meetings for both the leadership team and the entire staff in the areas of culture, academic, and leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower staff to implement effective/best practices within their classroom and across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Action Team, Counselor, and Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purposefully planned vertical team meetings that will intentionally support standard alignment, academic vocabulary, assessments, differentiated activities and lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Student improvement across grade levels, teacher growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

**Performance Objective 3:** Green Elementary will equip our staff with tools around small group instruction, differentiation and formative assessment and feedback.



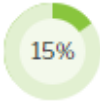




**Evaluation Data Sources:** classroom, district, and state assessment data, observations, lesson plans, attendance, tutoring attendance, progress monitoring, DRA2, mCLASS Texas Edition, and MAP testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will plan and implement differentiated small group instruction for Gen Ed and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of small group instruction to meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, AIM, SPED and Instructional Coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Green Elementary will set up a purposeful system of academic intervention/enrichment support during regular school hours for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Thorough and more rigorous planning to meet varied needs of students and promote increased achievement</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists and Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 1:** The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024. Green Elementary hit 58% in 2022 and will continue to improve this to hit the 2024 goal of 73%.









**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize MAP Growth Math and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group and intervention instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, CIS, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create, monitor, and track a campus wide math goal to support our math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, CIS</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use of tutors and targeted resources to provide additional academic support for tiered and EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction based on students needs resulting in higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, SSI, EL Facilitator, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 2:** The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 65.04% to 68% by June 2024. Green Elementary hit 74% in 2022 and will continue to increase this to support HB3 goals.

**HB3 Goal**




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize mClass, MAP Growth Math and pre/post assessment data to identify and address areas of improvement needed to close performance gaps. Data will be used to provide core, small group and intervention instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, CIS, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create, monitor, and track a campus wide reading goal to support our reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction to close performance gaps. Vertical team meetings to determine areas in need of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, CIS</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use of tutors and targeted resources to provide additional academic support for tiered and EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in targeted instruction based on students needs resulting in higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, SSI, EL Facilitator, Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p><b>Staff Responsible for Monitoring:</b> K-3 Classroom Teachers</p> <p><b>Funding Sources:</b> - Early Education: State Allotment - \$103,881</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



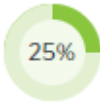






**Goal 3:** Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

**Performance Objective 3:** Green Elementary will implement effective processes to help sustain/enhance active student engagement and academic success for all students.

**Evaluation Data Sources:** STAAR assessment data, district B.O.Y., M.O.Y., E.O.Y. MAP assessment data, walkthrough and observation data, lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds designated to provide supplemental resources/instruction for students identified as an AIM student.</p> <p><b>Staff Responsible for Monitoring:</b> AIM Teacher</p> <p><b>Funding Sources:</b> A - GT Allotment - \$82,731</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds designated to provide supplement the regular education program for educationally disadvantaged and at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> SSI</p> <p><b>Funding Sources:</b> - Comp Ed: State Special Allotment - \$100,734</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide learning experiences and services for special education students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds designated to provide supplemental resources/instruction for students identified as special education.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff</p> <p><b>Funding Sources:</b> - Special Education: State Special Allotment - \$661,309</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds designated to provide supplemental resources/instruction for students identified as an EL student.</p> <p><b>Staff Responsible for Monitoring:</b> EL support and supplemental resources</p> <p><b>Funding Sources:</b> - Bilingual/ESL: State Special Allotment - \$600, - Title III EL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds designated to provide supplemental resources/instruction for students identified as DT student.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Therapist</p> <p><b>Funding Sources:</b> - Dyslexia: State Allotment - \$46,805</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Strengthen instructional approaches around identifying gaps in literary foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CIS</p> <p><b>Funding Sources:</b> - Early Education: State Allotment - \$71,893</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4			\$103,881.00
3	3	6			\$71,893.00
<b>Sub-Total</b>					<b>\$175,774.00</b>
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	5			\$46,805.00
<b>Sub-Total</b>					<b>\$46,805.00</b>
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4			\$600.00
<b>Sub-Total</b>					<b>\$600.00</b>
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$100,734.00
<b>Sub-Total</b>					<b>\$100,734.00</b>
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3			\$661,309.00
<b>Sub-Total</b>					<b>\$661,309.00</b>
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	A		\$82,731.00
<b>Sub-Total</b>					<b>\$82,731.00</b>