

# Allen Independent School District

## Green Elementary

### Improvement Plan

2020-2021



# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Flossie Floyd Green Elementary is a 25 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 2020-2021 school year, the demographic and student achievement information comes from information available in 2018-2019 and 2019-2020.

Green Elementary's current total enrollment is 579 students. Green Elementary's Economically Disadvantaged student group remains at 18%. Our attendance rate is 96.9% for the 2018-2019 school year. Our mobility rate for the 2018-2019 school year remains at 9%.

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: 46.9% (2019-2020) 51% (2018-2019) 53% (2017-2018)
- Asian: 19% (2019-2020) 18% (2018-2019) 19% (2017-2018)
- Hispanic: 15% (2019-2020) 15% (2018-2019) 13% (2017-2018)
- African American: 11% (2019-2020) 11% (2018-2019) 10% (2017-2018)
- Two or More Races: 6.9% (2019-2020) 4% (2018-2019) 5% (2017-2018)

Green Elementary's student groups are documented as follows:

- English Language Learners: 10.3% (2019-2020) 11% (2018-2019) 9% (2017-2018)
- Special Education: 16.75% (2019-2020) 14% (2018-2019) 10% (2017-2018)
- Dyslexia 7.43% (2019-2020) 7.5% (2018-2019) 7.05% (2017-2018)
- At Risk: 25% (2019-2020) 24% (2018-2019) 22% (2017-2018)
- Gifted and Talented: 10.71% (2019-2020) 10% (2018-2019) 9% (2017-2018)
- Mobility Rate: 12.9 (2018-2019) 9% (2017-2018) 14% (2016-2017)
- Economically Disadvantaged: 18% (2019-2020) 18% (2018-2019) 14% (2017-2018) 9%(2016-2017)

In the fall of 2019 97 (16.75%), students qualified for Special Education services. Of the students receiving Special Education services, 33 (34%) receive speech services, 33 (34%) receive resource support, 18 are in a self contained setting (PAS or DEAR) (18.5%), and 13 (13%) 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 96.9%. 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, Sign Language Club, Chess Club, Kindness Club, Environmental Club, 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:** Student engagement is lower with online learning for those identified as at-risk or as English Language Learners. **Root Cause:** Many of these students are independently navigating the online platforms and/or have English as their second language.

**Problem Statement 2:** Students who are identified as at-risk are struggling to reach the expected academic growth on STAAR. **Root Cause:** Students moving into Green from different areas of the state/country and who relocate often have gaps in their learning.

# Student Learning

## Student Learning 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.

**Due to schools being closed because of COVID-19, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. Here are Green's accountability ratings for the 2018-2019 school year.**

Green Elementary received the following percentages in Domains 1-3:

- Domain 1 - Student Achievement: 93
- Domain 2 - Student Progress: 86
- Domain 3 - Closing Performance Gaps: 90

Overall Score: 92

Overall Rating:A

Distinctions Earned: Mathematics and Comparative Academic Growth

### Analysis of overall Student Achievement:

Reading	2018				2019			
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 3	93	90%	74%	46%	71	92%	69%	52%
Grade 4	83	89%	65%	33%	92	88%	61%	42%
Grade 5*	104	93%	68%	43%	80	94%	80%	54%
Grade 6	81	94%	75%	56%	105	81%	57%	34%

Math	2018				2019			
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 3	93	94%	78%	53%	71	90%	70%	45%

Reading	2018				2019			
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 4	83	95%	82%	54%	92	88%	74%	60%
Grade 5*	104	95%	79%	49%	80	99%	89%	74%
Grade 6	81	98%	93%	74%	105	93%	76%	57%

Writing	2018				2019			
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 4	84	81%	56%	18%	92	85%	51%	20%

Science	2018				2019			
	# STs	A GL	Me GL	Ma GL	# STs	A GL	Me GL	Ma GL
Grade 5	104	87%	68%	38%	79	94%	72%	43%

### Longitudinal Perspective on Progress

Reading	2018				2019			
	# STs	Lim.	Exp.	Acc.	# STs	Lim.	Exp.	Acc.
Grade 4	83	45%	37%	18%	92	37%	39%	24%
Grade 5*	104	27%	37%	36%	80	12%	45%	43%
Grade 6	81	25%	49%	26%	105	44%	34%	22%

Math	2018				2019			
	# STs	Lim.	Exp.	Acc.	# STs	Lim.	Exp.	Acc.
Grade 4	83	26%	33%	41%	92	28%	31%	41%
Grade 5*	104	9%	48%	43%	80	4%	48%	48%
Grade 6	81	5%	47%	48%	105	20%	38%	42%

### 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%

## Student Learning Strengths

**Green Elementary met all academic standards under the state's accountability system for the 2018-2019 school year. The campus is proud of many different student achievement strengths, including:**

- **Achieving an overall A rating for the state accountability system.**
- **Green Elementary earned two distinctions in Mathematics and Comparative Academic Growth**
- **3rd-6th Grade Math with an overall average percentile score of the following:** Approaches: 93% Meets: 79% Masters: 60%
- **3rd-6th Grade Reading with an overall average percentile score of the following:** Approaches: 90% Meets: 68% Masters: 45%
- **Green Elementary showed an increase in performance in the following areas:**
  - Writing has increased 4% from the following year in approaches, and 2% increase in masters performance
  - Science has increased 7% in approaches, 4% in meets, and 5% in masters
  - Fifth grade Math, Reading and Science achievement increased in all overall achievement and overall progress measures
  - Almost all student groups successfully surpassed the target indicators set by the state in closing the gap performance measure resulting in an overall domain score of 90%

**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:** Green Elementary declined in our overall progress measure. **Root Cause:** We often focus on getting our student groups to meet the passing standard and not as much on making growth as determined by progress measure.

**Problem Statement 2:** Green Elementary 4th and 6th grade Reading and Math overall performance decreased in multiple levels of student achievement  
**Root Cause:** Overall instructional design and collaboration needs more support.



# 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 trainings 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
- Explorer Insight-Campus Based Parent Newsletter
- PTA evening events such as: STEAM Night, Milk and Cookies Night, Chili Cook-off, Newcomers Welcome Dinner
- Multi-Cultural Night/Day
- Academic Night
- PTA, Watchdogs, Volunteer readers, parent volunteers on field trips, etc.
- Summer Enrichment "Virtual Brown Bag Specials"
- KC Club Community Projects (Virtual with Student Lighthouse Team)
- Kindergarten Coffee with the Principal (Virtual)
- 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 (Virtual this year)
- Quarterly Celebration of Leadership Assemblies
- PTA End of the Year Celebration
- Online student portfolios (Seesaw)

### **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

### **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 trainings 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:** According to our Measurable Results Data Survey through Leader In Me, student empowerment has decreased. **Root Cause:** Implementation and effectiveness of our student data binders.

**Problem Statement 2:** Staff must provide effective instruction in both the In Person and At Home Learning environments **Root Cause:** Due to COVID-19 staff have had to become overnight experts in the At Home Learning process while also juggling the in person learning environment.

**Problem Statement 3:** Due to the two different learning environments, teachers are having a difficult time finding time to collaborate. **Root Cause:** At Home Learning teachers have a different schedule then the In Person Learning teachers.

# 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 model, CHAMPS, 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 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.
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:** Students are displaying a higher level of anxiety and various other social emotional needs. **Root Cause:** Students have experienced many changes within their environment throughout the summer and academic year.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** Green Elementary will continue to build a positive campus culture which promotes collaborative relationships among students, staff, and community between our at home community and in person community.

**Evaluation Data Sources:** community and staff feedback, surveys and observations

**Summative Evaluation:** None

<b>Strategy 1:</b> Green Elementary will provide coffee with the principal to provide an opportunity for community feedback and support.	
<b>Strategy's Expected Result/Impact:</b> Strengthen and maintain the bridge of trust we have with our community.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Administration will provide mentoring support to our staff throughout the school year.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	



**Strategy 3:** Develop staff and students toward campus and community advocacy.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Leadership Team	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Dec</b>
<b>Funding Sources:</b> None	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Ensure the time and resources are provided for staff and families to implement social emotional learning into instruction and within the home on a consistent basis.





<b>Strategy's Expected Result/Impact:</b> Equip students and families with the necessary tools to develop the whole child.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Dec</b>
<b>Funding Sources:</b> None	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2:** Green Elementary will hire, retain and develop teachers who will provide a culture of excellence in order to meet the needs of all students.

**Evaluation Data Sources:** survey, staff retention, recruitment and retention data

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide opportunities to leverage staff knowledge and experiences to support student learning and promote leadership opportunities	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**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 all students to become technology proficient and think critically.**

**Evaluation Data Sources:** observations, informal/formal assessments, learning plans and student work

**Summative Evaluation:** None

<b>Strategy 1:</b> Increase professional learning opportunities in order to leverage technology tools to increase teacher effectiveness.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Coaches, and Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 2:** Increase student learning opportunities to assist all students in navigating the Allen ISD Learning Management System.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>  <b>Dec</b>  <b>Mar</b>  <b>May</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administration		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** The percentage 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.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, CFA's, teacher observation/small group anecdotal notes.

**Summative Evaluation:** None

<b>Strategy 1:</b> All teachers will plan and implement small group/or differentiated instruction for Gen Ed and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.	
<b>Strategy's Expected Result/Impact:</b> Consistent use of small group and/or differentiated instruction to meet the needs of all students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Green Elementary staff will monitor progress of all students through ongoing data collection and analysis and will meet every 6-8 weeks with coaches, team and administration to plan intervention/enrichment and classroom lessons to support best practices and student growth.	
<b>Strategy's Expected Result/Impact:</b> Targeted and intention planning to meet various needs of students while promoting student achievement.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, SSI, CIS, Coaches, Instructional Specialists.	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Identify and address areas of improvement needed to close performance gaps.

<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> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Dec</b>
	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Use of tutors and targeted resources to provide additional academic support for tiered and EL students.

<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> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Dec</b>
	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3:** The percentage 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.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, CFA's, teacher observation/small group anecdotal notes.

**Summative Evaluation:** None

<b>Strategy 1:</b> All teachers will plan and implement small group/or differentiated instruction for Gen Ed and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.	
<b>Strategy's Expected Result/Impact:</b> Consistent use of small group and/or differentiated instruction to meet the needs of all students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Green Elementary staff will monitor progress of all students through ongoing data collection and analysis and will meet every 6-8 weeks with coaches, team and administration to plan intervention/enrichment and classroom lessons to support best practices and student growth.	
<b>Strategy's Expected Result/Impact:</b> Targeted and intention planning to meet various needs of students while promoting student achievement.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, SSI, CIS, Coaches, Instructional Specialists.	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Identify and address areas of improvement needed to close performance gaps.

<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> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Dec</b>
	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Use of tutors and targeted resources to provide additional academic support for tiered and EL students.

<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> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Dec</b>
	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue



**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:** Green Elementary will provide support for students' academic, personal, and social growth at home and at school through Leader In Me.

**Evaluation Data Sources:** Leadership Notebooks, Spring Student Led Conferences, Grade Level Scoreboards, Assessments

**Summative Evaluation:** None

<b>Strategy 1:</b> Staff will utilize student Leadership Notebooks with students routinely and effectively to support student growth.	
<b>Strategy's Expected Result/Impact:</b> Teachers, Administration	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Grade levels will create a team scoreboard in a particular learning standard to support growth for all students.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Green Elementary will routinely foster the learning connections between home and school through consistent communication on our Leader In Me Program as well as through our Lighthouse Student Leadership Team and Kindness Club.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> None		<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>May</b>
<b>ESF Levers:</b> None		<b>Summative</b>
	<b>May</b>	

**Strategy 4:** Students will participate in a virtual spring student led conference and individualized student growth tracking process.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Teachers, Administration		<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>May</b>
<b>ESF Levers:</b> None		<b>Summative</b>
	<b>May</b>	

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 2:** Green Elementary will continue to support professional learning communities through dedicated time while being intentional around collaboration and support of all learners.

**Evaluation Data Sources:** Assessments, data dives, analysis of power standards, observation and teacher feedback

**Summative Evaluation:** None

<b>Strategy 1:</b> Routine Data Dive Meetings to support staff in developing and implementing effective instructional practices for overall student growth.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, and Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Staff will participate in collaborative conversations through vertical alignment teams in order to support learning standards at appropriate and consistent levels of implementation.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administration, Coaches, and Leadership Team	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing toward high school graduation.

<b>Strategy's Expected Result/Impact:</b> SEI Academic improvement of tier 2-3 students \$7000	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

<b>Strategy's Expected Result/Impact:</b> Academic improvement for at risk students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Comp Ed: State Special Allotment \$198,000	

**Strategy 5:** Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.

<b>Strategy's Expected Result/Impact:</b> Academic improvement of our English Learners.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Bilingual/ESL: State Special Allotment \$700 Title III EL \$2,400	

**Strategy 6:** Provide supplemental learning experiences and services for special education students to support individual learning needs.

<b>Strategy's Expected Result/Impact:</b> Academic improvement of our Special Education students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Special Education staff and Campus Administration	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Dec</b>
<b>Funding Sources:</b> Special Education: State Special Allotment \$556,000	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 7:** Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.

<b>Strategy's Expected Result/Impact:</b> Academic improvement and increased master performance of our gifted learners.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Gifted and Talented teacher and Campus Administration. GT \$77000	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Dec</b>
<b>Funding Sources:</b> None	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

# Campus Funding Summary

<b>Bilingual/ESL: State Special Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5			\$700.00
<b>Sub-Total</b>					\$700.00
<b>Comp Ed: State Special Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4			\$198,000.00
<b>Sub-Total</b>					\$198,000.00
<b>Special Education: State Special Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6			\$556,000.00
<b>Sub-Total</b>					\$556,000.00
<b>Title III EL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5			\$2,400.00
<b>Sub-Total</b>					\$2,400.00
<b>Grand Total</b>					\$757,100.00

# Addendums