



**Campus Improvement Plan  
2014-2015**

**Greens Prairie Elementary  
2013-2014 Executive Summary**

Greens Prairie Elementary School completed the third year as the eighth elementary school in CSISD. The enrollment averaged 671 students. Along with K-4 grade level students, it supported one Head Start classroom, two resource classrooms, one Life Skills classroom, and a PPCD program. There were approximately 70 faculty members.

Our average student attendance for the year was 96.8%. Hispanic students' average attendance was 96.3% while African American students averaged 96.2% in daily attendance. Our economically disadvantaged students' average attendance was 95.9%. STAAR data indicates the following for our campus for the 2013-2014 school year:

- Our 3<sup>rd</sup> & 4<sup>th</sup> grade passed reading with 80% or above.
- Our 4<sup>th</sup> grade writing declined by 8 points.
- While our 3<sup>rd</sup> grade math scores were at a passing rate of 77.6% while 4<sup>th</sup> graders scored 67%.
- Targeted areas for next year: economically disadvantaged & Hispanic students in all content areas
- In preparation for Phase II of STAAR, we will need to bring up the 4<sup>th</sup> grade math scores and student subgroup population performance.
- To address STAAR indicator II, we will need to review and develop a plan of action to address growth performance for students at the 4<sup>th</sup> grade level.

The STAAR scores indicate that we must continue to design instruction with increased rigor, depth, and complexity. We also need to develop academic vocabulary and language among our Hispanic students. During the 2014 August staff development, the faculty will review the STAAR data to address the following:

- Identify students needing support in the areas of math, reading, and writing.
- Plan and implement effective grade level structures to meet the needs of all students and to maximize instructional time.
- Adjust programmatic support services and campus instructional components to better serve struggling students (schedules, time in content areas, teaming, specialists' support & planning/staff development time, grade level meetings to plan, SIT).
- Design lessons that incorporate the Workshop model and stations (math and reading) that are integrated with instruction to reinforce or provide higher level applications.
- Develop teacher instructional commitments K-4 to address writing performance.
- Explore student grade averages vs STAAR performance.

We will continue to build positive relationships with students and parents. We will also work as a team to develop a positive, motivated, and dynamic working environment so that the faculty as a whole can do the necessary work for student success. The PTO is also working to strengthen involvement by our school families while supporting the family. New activities planned by the PTO this year are to include an additional family social night and offer a parent education night in collaboration with Texas A&M on STEM topics. Through an effective partnership with our parents and community, the GP staff can achieve our goal of successfully equipping each student with the necessary tools of learning to achieve academically and socially.

# Greens Prairie Elementary 2014-2015

<b>Strategic Objective/Goal 1:</b>	All students will achieve academic success.						
<b>Performance Objective A:</b>	All students will demonstrate academic proficiency through state and district assessments.						
	<b>Action Steps</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Staff: Utilization of Assessment Data	Assessment (Running Records, CBM Math, and Classroom Assessments) will drive instruction to allow for differentiation to meet student needs.						
	GT Students, Potential RTI Referrals, Student Subgroups	Classroom Teachers	8/25/2014	5/29/2015	Data Resources: LA: Running Records, Writing Samples, <b>K &amp; 1<sup>st</sup> Sentence Dictation</b> , Math: CBMs & TEMI, Fluency Measures, <b>K &amp; 1<sup>st</sup> Math Checklists</b>	Running Records, TPRI, Fluency Measures, Writing Samples, TEMI (K & 1 <sup>st</sup> Math), STAAR Data, ESTAR (2 <sup>nd</sup> -4 <sup>th</sup> Math)	
Administration: Analysis of Student Data  *AYP, STAAR Indicators 2 & 3, and CBA	The GP Leadership Team will meet regularly each month to analyze campus data to determine next steps based on data. <b>Meetings will be scheduled on the 1<sup>st</sup> and 2<sup>nd</sup> Mondays, after school.</b>						
	All Students	Principal	August	May	Leadership Team	Data Resources: LA: Running Records, TPRI Math: CBM & TEMI	
Students: Critical Thinking	Instruction will be designed to foster <b>creativity, choice, customization, rigor, relationships, &amp; relevance.</b>						
	All student population	Enrichment Specialist	8/25/2014	5/29/2015	Specialists, Professional Learning Communities, Administration, Curriculum Directors	Interest Surveys, Critical Thinking Inventory, Lesson Plans, Walk Throughs	
Students: Identified Tier 2 Students	Identified Tier 2 math students will receive <b>classroom</b> interventions using TEMI (K-2 <sup>nd</sup> ) and/or E Star 3 <sup>rd</sup> & 4 <sup>th</sup> ) Intervention Systems.						

SIT Identified Tier 2 Students	Classroom Teachers	8/25/2014	5/29/2015	Math Specialist	Data Resources: TEMI Progress Monitoring & E Star Progress Monitoring	
<b>Staff: Classroom Math Teachers</b>						
Classroom math teachers will develop and implement math stations that integrate/scaffold math concepts from instruction that can provide reteaching opportunities, allow application of concepts, and provide high level exploration for GT students.						
*AYP, STAAR Indicators 2 & 3, CBA						
Math Students K-4	Classroom Teachers	8/25/2014	5/29/2015	Specialists: Math & GT, Math Station Book by Debbie Dillar	Scope & Sequence Math Bundle Meetings Log, Walk Throughs on Math Stations	
<b>Staff: Classroom LA Teachers</b>						
Classroom LA teachers will progress monitor writing throughout the year. Commitments: Use of STAAR paper to write narrative and/or expository writing, integrate and assess grammar in student writing vs stand-alone worksheets, provide writing opportunities in other content areas such as math, science, & social studies, and provide writing samples with the above expectations at LA specialist meetings.						
*AYP, STAAR Indicators 2 & 3, CBA						
All Students	Classroom Teachers, Reading Specialists	8/25/2014	5/29/2015	CSISD Scope & Sequence, Reading Specialists	LA Specialist Meetings – Review of Writing Samples	
<b>Students: K-4 Students</b>						
All students will be encouraged to read at home to foster reading comprehension and fluency through a systematic process. K-2 <sup>nd</sup> : Take home readers; 3 <sup>rd</sup> -4 <sup>th</sup> : Minutes charted weekly						
All Students	Classroom Teachers, Reading Specialists	8/25/2014	5/29/2015	Take Home Readers, Library Books	SIT Monthly Meeting Conversations With Each Classroom Teacher	
<b>Staff: Classroom Teachers</b>						
Instruction in math, reading, and writing will be designed with the following expectations: (1) The workshop model of instruction will be utilized. The workshop model will allow opportunities for the following: mini lesson, time to work with concepts, & share time. (2) Station work, conferencing, reteaching, and opportunities for GT student to explore higher level concepts will be integrated during instruction.						
*AYP, STAAR Indicators 2 & 3, CBA						
All Students	Classroom Teachers, Specialists	8/25/2014	5/29/2015	District Curriculum Directors, Workshop & Station Books	Walk Throughs, Lesson Plans	

Staff: GP Leadership Team (Admin, Counselor, Specialists)	The campus leadership team will participate in the Continuous School Improvement Systemic Support project through Lead4ward and Region VI.						
*AYP, STAAR Indicators 2 & 3, CBA	All Students	Principal	9/1/14	5/29/2015	Lead4Ward, Region VI	Monthly Leadership Team Minutes	
Strategic Objective/Goal 2:	Educational opportunities will meet the unique academic, social, and emotional needs of all students.						
Performance Objective A:	Greens Prairie staff will receive professional development in order to tailor instruction to provide meaningful and challenging experiences for all student populations.						
Action Step(s)							
Staff: Student Intervention	The campus RTI process will include classroom teacher meetings on a regular monthly rotation with the SIT team (administration & specialists) to document Tier 1 & 2 interventions, progress monitor student subgroup populations, and to provide student support.						
*AYP, STAAR Indicators 2 & 3, CBA	Students not on grade level	Principal, Academic Coordinator, Counselor, Classroom Teachers, SPED Teachers	8/18/2014	5/29/2015	Counselors, SPED, Specialists (reading, math, dyslexia, ESL), Nurse, Classroom Teachers	Documentation of Tier 1 Interventions, Online Student Data Profiles	
Staff: Student Intervention	The campus will explore additional Tier 2 interventions to support struggling students in the classroom.						
*AYP, STAAR Indicators 2 & 3, CBA	Students not on grade level	Principal, Academic Coordinator, Counselor, Classroom Teachers, SPED Teachers	8/18/2014	5/1/2015	Counselors, SPED, Specialists (reading, math, dyslexia, ESL), Nurse, Classroom Teachers	SIT Meetings, Online Student Data Profiles	
Staff: GT Professional Development	Training in the identification of diverse populations for gifted and talented will be provided as part of teachers' 6 hour annual update. <b>Three hours in August staff development &amp; three hours in grade level meetings (designed for each grade level team).</b>						
	Gifted and Talented	Enrichment Specialist	8/25/2014	5/29/2015	Special Programs Director	Sign In Sheets From Professional Development	
Staff: ESL Intervention & Monitoring	Identified and monitored ESL students will be <b>reviewed</b> by the ESL and <b>classroom</b> teacher each six weeks so that appropriate interventions can be provided. Assessment data will include: TPRI results, writing sample each six weeks ( <b>classroom teacher 2<sup>nd</sup> – 4<sup>th</sup></b> ), running record ( <b>ESL &amp; classroom teacher</b> ), and a teacher ( <b>ESL &amp; classroom teacher</b> ) conference.						

	ESL Students	ESL Specialist, Classroom Teacher	8/25/2014	5/29/2015	ESL Specialist	Data assessments, <b>SIT Monthly Meetings</b>	
Staff: ESL Instructional Strategies	Effective instructional strategies will be implemented in classrooms where ESL students are being served. Struggling ESL students in the classroom will be identified by the classroom teacher and ESL Specialist to determine specific interventions						
	ESL Students	ESL Specialist, Classroom Teachers	8/25/2014	5/29/2015	ESL Specialist, TELPAS Assessment	LPAC Review Meetings, CBM Data, Running Records, TPRI (K & 1-2 <sup>nd</sup> not on grade level) STAAR Data, Six Weeks Data Check	
<b>Students: Hispanic Students</b>	<b>Teachers will explore effective instructional strategies to teach academic vocabulary and develop academic language.</b>						
*AYP, STAAR Indicators 2 & 3, CBA	ESL Students	ESL Specialist, Reading Specialists, Classroom Teachers	8/25/2014	5/29/2015	ESL Specialist, TELPAS Assessment	SIT monthly meetings to document progress	
<b>Strategic Objective/Goal 3:</b>	Educational practices will be predicated on scientifically based research.						
<b>Performance Objective A:</b>	Instruction will be designed and implemented using best practices.						
	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Staff: Research Based Interventions	Research based interventions and progress monitoring will be provided for students at-risk. (RTI)						
	Students that are struggling academically	Administration, Specialists, Classroom Teachers	8/25/2014	5/29/2015	Reading: Running Records, Florida Center for Reading Research Website www.fcrr.org, LLI Kits  Math: CBM, TEMI <b>Test &amp; Interventions</b> , Report Cards	Sign In Sheets for August Staff Development, Eduphoria AWARE Data, STAAR Data	
<b>Students: Digital Learners</b>	Instruction will be designed to utilize technology to foster student engagement and learning for digital learners.						
	All student population	Campus Technology Support, Computer Assistant	8/25/2014	5/29/2015	Campus Technology Specialist, PLC time to share, District training opportunities	Personal goal for each staff member in yearly summative conferences, Classroom Walk Throughs, & STAR Data Chart	

Staff: Effective Teaching Models	Effective teaching models will be utilized during instruction. Examples: Balanced Literacy, Workshop Model in ELA and Math, Math Fluency Support.						
All student population	<b>Classroom Teachers,</b> Reading & Math Specialists, Administration	8/25/2014	5/29/2015	Curriculum Directors, Lucy Calkins Resources, LLI Kits, Ongoing Staff Development, <b>Math Recovery</b>	Walk Through Data		
<b>Strategic Objective/Goal 4:</b>	Parents and community members will be actively engaged.						
<b>Performance Objective A:</b>	To foster a positive learning community, the staff will provide opportunities for parent and community involvement.						
	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Community	Events will be planned to promote positive school/family relationships throughout the year.						
All student population	Principal	8/25/2014	5/29/2015	PTO, Staff Committees, Community Partners	Initial participation in Meet the Teacher		
Community Connections	The GP staff will seek out opportunities to build community connections throughout the year.						
All Student Populations	Principal, Academic Coordinator	8/25/2014	5/29/2015	District Public Relations Dept., Staff Resources, Chamber of Commerce, PTO, School Sponsors	Planned calendar of events		
Parent & <b>Student</b> Relationships	100% of GP students will receive a positive note/postcard in the mail from their teacher.						
All student population	Administration & Classroom Teachers	8/25/2014	5/29/2015	Postcards & stamps available in office	Log of sent postcards documented by secretary		
Parent Relationships	100% of GP parents will meet with classroom teacher for a parent conference in the month of October.						
All student population	<b>Classroom Teacher</b>	10/13/2014	10/31/2014	Family Facilitator, Administration, Counselor, Leadership Team	Eduphoria Parent Log		

Positive Parent/Family Outreach	In the first three weeks of school, a positive contact will be made with each parent. Example: phone calls, postcard, orientations, Meet the Teacher, etc.						
	All student Population	<b>Classroom Teacher</b>	8/25/2014	5/29/2015	Administration, Counselor	Teacher Data Log-Eduphoria	
Parental Communication	Effective communication tools and strategies will be utilized to increase positive communication with GP parents.						
	All student populations	Principal, Academic Coordinator, Secretary, Computer Assistant, <b>Classroom Teacher</b>	8/25/2014	5/29/2015	Examples: School and Teacher website, facebook, Monday folders, parent orientations, parent conferences, family nights, School Messenger, etc.	Participation numbers for parent orientations in August, Sign In Sheets for events	
<b>Strategic Objective/Goal 5:</b>	A safe and supportive environment will be provided for all students.						
<b>Performance Objective A:</b>	Emergency management and safety procedures will be established throughout the campus.						
	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Emergency Management Procedures	<b>All staff members follow district and campus guidelines. Examples: check in/out, volunteer approval, lock/prop inside doors, lock outside doors, nametags for faculty, identification for visitors &amp; university students, all emergency procedures, etc.</b>						
	All student population	All Faculty	8/25/2014	5/29/2015	Campus Safety Team, Foundations Team, Administration, and Staff	Minutes of Campus Council Meetings & Foundations Team	
<b>Performance Objective B:</b>	Procedures for management of student behavior will be consistent across the campus.						
	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Schoolwide Behavior Expectations	Implement developed schoolwide behavior expectations through the use of Conscious Discipline & Safe & Civil School Curricula ( <b>CHAMPS</b> ): hallways, cafeteria, restrooms, recess, voice levels, morning assembly so that expectations are applied consistently for every student.						
	All student population	Administration & Staff, Counselor	8/25/2014	5/29/2015	Administration, Staff, & Campus Foundations Team	Campus Council Agenda/Notes	



	All student populations		8/25/2014	5/29/2015	Conscious Discipline resources, counselor	Staff Development Agenda	
Foundations Team	The GP Foundations Team will <b>monitor</b> for <b>continuous</b> improvement in school safety and <b>effective</b> procedures.						
	All student populations	Foundation Team Members	8/25/2014	5/29/2015	District Foundations Team, Campus Foundations Team	Changes in Procedures Noted in Faculty Meetings and/or Campus Council	
Conscious Discipline	Conscious Discipline strategies will be utilized to establish connections with students, staff, and families. Every classroom will incorporate the following: School Family; Greeters in Morning Assembly & Classroom; Celebration Opportunities; Friends & Family Board in Classroom; Breathing Strategies: Star, Pretzel, Balloon, & Drain; Safe Place; Job Assignments; <b>Incorporation of Conscious Discipline Language (I notice statements)</b>						
	All student population	Counselor & All Staff	8/25/2014	5/29/2015	Conscious Discipline Resources, Counselor	Walk Throughs	

<b>Performance Objective C:</b>	Greens Prairie will provide a positive learning and working environment for students and staff.
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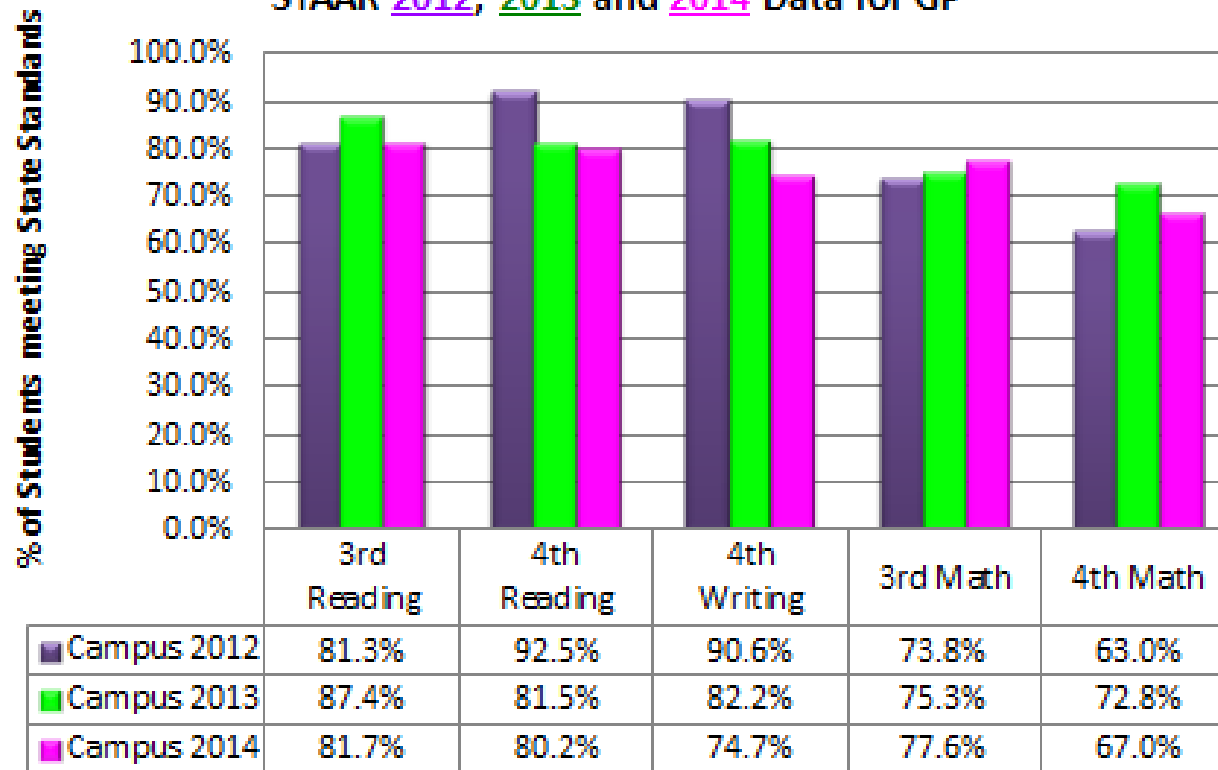
**Action Step(s)**

	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Celebrations	The staff, specifically individual classroom teachers, will notice and acknowledge student effort.						
	All Student Population	Administration, Staff	8/25/2014	5/29/2015	Conscious Discipline Materials	Brags in Morning Assembly, Awards Assembly K-4 (Mighty Mustang Award per Six Weeks, Class & Individual Celebration, & Perfect Attendance), Mustang Office Visits (K-3 <sup>rd</sup> ), & Lunch with the Principal (4 <sup>th</sup> grade)	
<b>Faculty Work Environment</b>	The staff will work together to build a positive working environment that fosters a school family.						

	All Student Population	All Faculty	8/15/2014	5/30/2015	All Staff Members, Grade Level Leaders, Social Committee Reps., Instructional Coach, Administration	August staff development, ropes course activities, Share & Tell during faculty meetings, GP notebook journal, faculty lunches, faculty social opportunities after school, celebration board, family board, Mustang Message, etc.	
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# School Wide Results

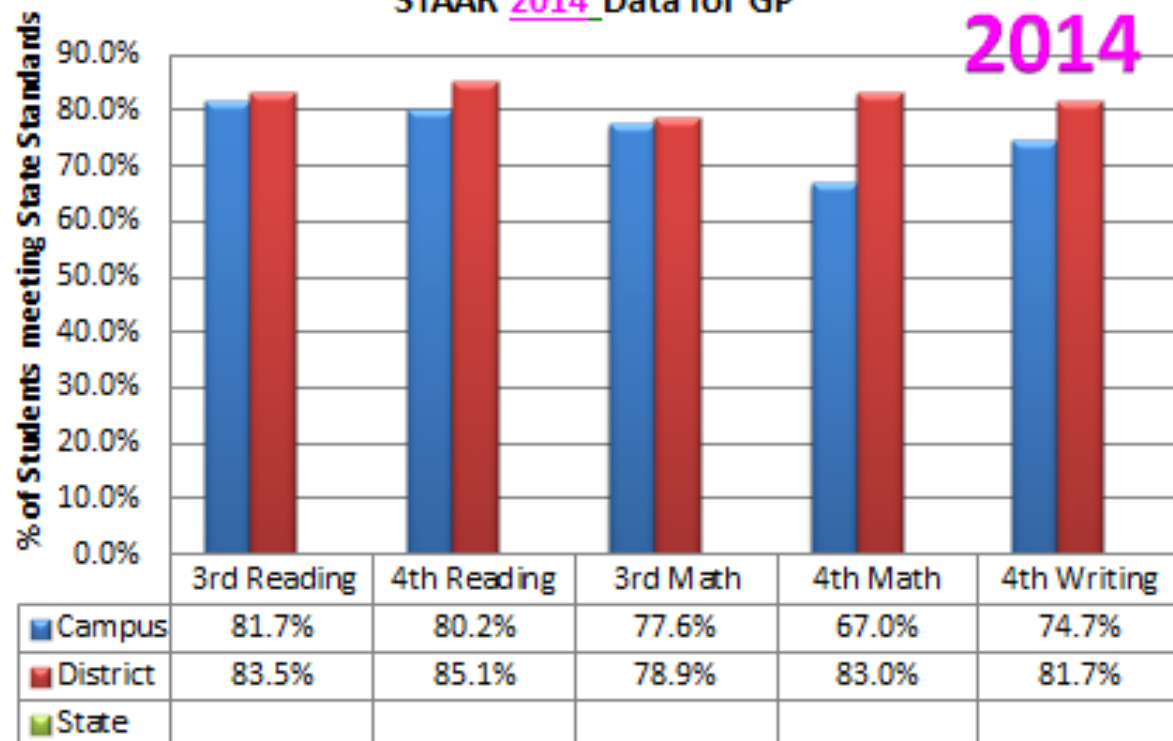
STAAR 2012, 2013 and 2014 Data for GP



# Comparison with State and District

STAAR 2014 Data for GP

2014



## Community Based Assessment 2013-2014

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of Reading/ELA teachers using the workshop method consistently in grades K-8 based on self-report	K-4: 80% or more  5-8: 60% or more  K-8: 70% or more	K-4: 70-79%  5-8: 40-59%  K-8: 50-69%  <b>X</b>	K-4: 60-69%  5-8: 30-39%  K-8: 35-49%	K-4: < 60%  5-8: < 30%  K-8: < 35%	Baseline year

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of students <a href="#">reading at or above grade level</a> at the end of 1st grade	100-90%	80-89%  <b>X</b>	70-79%	Less than 70%	N/A for 5-12 Campuses
Percentage of students passing 3rd grade reading STAAR	95% or Greater	90% to 95%	80% to 89%  <b>X</b>	Less than 80%	N/A for 5-12 Campuses