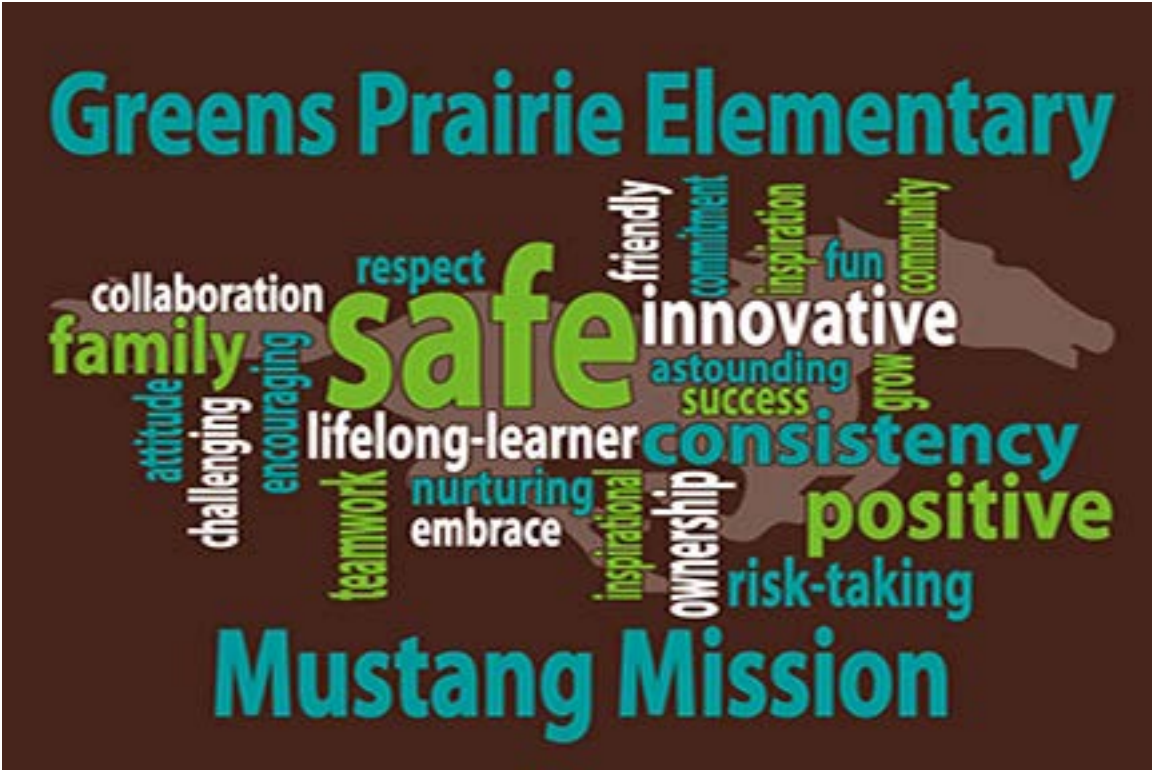


Greens Prairie Elementary



Campus Improvement Plan 2015-2016

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Executive Summary

Greens Prairie Elementary School completed the fourth year as the eighth elementary school in CSISD. The enrollment averaged 790 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 80 faculty members.

Our average student attendance for the year was 96.6%. Hispanic students' average attendance was 96.5% while African American students averaged 96.9% in daily attendance. Our economically disadvantaged students' average attendance was 96.6%. STAAR data indicates the following for our campus for the 2014-2015 school year:

- Our 3rd & 4th grade passed reading with 84% or above.
- Our 4th grade writing increased 8.9%.
- 3rd and 4th grade math passing rates will be determined in September 2015.
- Targeted areas for next year: African American in writing and reading, economically disadvantaged in reading and writing, & a continued focus on Hispanic students in all content areas.
- In preparation for Phase II of STAAR, we will need to continue our focus on math scores and student subgroup population performance.
- To address STAAR indicator II, we will review and develop a plan of action to address growth performance for students at the 4th 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 2015 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 planning 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 and reading performance and to develop a culture of writers and readers.
- Explore student grade averages vs STAAR performance.
- Review GT student nominating data and ITBS performance scores. This also corresponds with the GP Community Based Accountability System in the area of GT students and teacher training.

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 a 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.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace. 2. Support the needs of diverse learners as they engage in rigorous coursework. 3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.
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Activities		Person(s) Resp	Resources	Timeline
	A. Continue the alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas (with an emphasis on science instruction being hands-on).	Classroom Teachers, Specialists, Administration	TEKS, Specialists, staff Time, C&I	Aug-May
	B. Coaching will be designed to support instruction and teaching strategies in the classroom while providing feedback to observed teachers and growth opportunities for teachers observing.	Administration	GP Coaching Team, Staff Time, C&I	Sept.-May
	C. Grades K-2 nd will implement a take home reader program to foster reading at home. 3 rd -4 th grade teachers will implement a weekly minute reading goal for each student to foster reading fluency.	K-2 nd Grade LA Teachers	Reading Specialists, SCE & Local Funds, Staff Time	Aug-May
	D. The campus will explore a 2016 summer incentive for students in the areas for reading and math. Example: Scholastic summer Reading Challenge	Reading Specialists	Program SCE & Local Resources, Staff Time, Specialists	Jan-May
	E. All teachers will commit to a campus-wide focus on the writing process to include LA portfolios; integration and assessment of grammar in student writing vs stand-alone worksheets; provide writing opportunities in other content areas such as math, science and social studies; collect writing samples for each student (1 st , 3 rd , & 5 th six weeks); collect a grammar sample in science, social studies or math (2 nd , 4 th , & 6 th six weeks); post student writing in the hallways to highlight writing; use STAAR paper to write narrative and/or expository type writing (2 nd , 3 rd & 4 th), and highlight writing in Morning Assembly (Wednesdays).	Classroom Teachers	Specialists, Staff Time, Local Funds	Aug-May
	F. Support campus staff in the SIT & RTI processes which will include: <ul style="list-style-type: none"> • Exploration of Tier 2 interventions in the classroom • Conduct SIT/RTI meetings on a regular monthly rotation to document Tier 1 & 2 interventions, progress monitor student subgroup populations and provide student support • Focus on student data and progress monitoring to target next 	Administration, Counselor	SPED Staff, Specialists, Staff Time, C&I	Sept. – May

	<p>steps of intervention</p> <ul style="list-style-type: none"> Professional development on ERTI implementation process and exploration of Tier 2 interventions (available resource list in ERTI) <p>G. GP professional staff will identify their personal learning goal & select professional development to meet that goal. Examples: Coaching, Project Based Research, Book Study, etc.</p>	Administration, Professional Staff	Specialists, Instructional Coach	Sept. - May
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Evaluation	Community-Based Accountability items (below) at the following link :			
	<ul style="list-style-type: none"> - Percentage of students reading at or above grade level at the end of 1st grade - Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI) - Percentage of students passing 3rd grade reading STAAR - Achievement and passing rates on state and local assessments 			
	STAAR Accountability Measures:			
	<ul style="list-style-type: none"> -Percentage of students passing 3rd & 4th grade reading STAAR -Percentage of students passing 3rd & 4th grade math STAAR -Percentage of students passing 4th grade writing STAAR 			
	ITBS – GT evaluation assessment scores			
	2 nd , 3 rd & 4 th Grade Math Progress Monitoring Charts:			
	-Progress charts focusing on bundle assessments & CBM data			
	SIT Progress Monitoring Notes & Data:			
	<ul style="list-style-type: none"> -Number of SPED referrals that qualify for services -Percentage of students meeting assigned services by specialists outlined by the SIT team. 			

Goal 2	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	<ol style="list-style-type: none"> 1. Provide opportunities for students to become fluent in and adapt to a variety of technologies. 2. Use of assessments (Running Records, CBM Math, and Classroom Assessments) will drive instruction to allow for differentiation to meet student needs. 3. Students who have been identified as GT, but who are underachieving, will have focused attention on academics/differentiation in the classroom. 4. Effectively monitor the progress of the ESL student. 5. Effectively monitor the progress of identified at-risk students.
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Activities	Person(s) Resp	Resources	Timeline
A. 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, and provide share	Classroom Teachers	Specialists, C&I, Scope & Sequence, TEKS, Staff Time, Local Funds	Aug-May

<p>time to conclude the lesson. (2) Station work, conferencing, reteaching, and opportunities for GT students to explore higher level concepts will be integrated during instruction.</p> <p>B. Effective instructional strategies based on the ELPS will be implemented focusing on student performance in listening, speaking, reading and writing activities.</p> <p>C. Identified and monitored ESL students will be reviewed by the ESL and classroom teacher during scheduled SIT meeting to chart progress and identify interventions. Focus will be on assessment data that will include: TPRI results, writing/grammar samples identified each six weeks, running records, and a comprehension check the 1st and 4th six weeks conducted by the ESL teacher.</p> <p>D. Place importance on the use of instructional technology by providing all teachers with technology training (professional development in August and throughout the year).</p>		<p>Classroom Teachers</p> <p>Classroom Teachers & ESL Specialist</p> <p>GP Tech Specialist & Campus Tech Consultants</p>	<p>ESL Specialist, ELPS Instruction Tool Book, ELPS Academy Guide, reading/writing data</p> <p>Technology Local Funds, Staff Time</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p>
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<p>Evaluation</p>	<ul style="list-style-type: none"> - Walkthrough data to note the implementation of the workshop model for ELA and Math instruction - Sign in sheets at all technology training opportunities - Campus walkthrough data to record integration of technology and instructional practices learned from professional development
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<p>Goal 3</p>	<p>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</p>
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<p>Objective(s)</p>	<ol style="list-style-type: none"> 1. Ensure that all Greens Prairie employees meet the social/emotional needs of our students. 2. Ensure that the school environment is safe and conducive to learning. 3. Nurture relationships among staff to promote personal and professional growth. 4. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.
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Activities	Person(s) Resp	Resources	Timeline
<p>A. Reinforce school-wide behavior expectations through the use of Conscious Discipline and Safe & Civil School Curriculum (CHAMPS): hallways, cafeteria, restrooms, recess, voice levels, morning assembly so that expectations are applied consistently for every student. This will also include drills procedures.</p>	<p>Faculty</p>	<p>Foundations Team, Staff Time, Local Funds</p>	<p>Aug – May</p>
<p>B. Conscious Discipline strategies will be utilized to establish connections with students, staff, and families. Every classroom will incorporate the</p>	<p>All GP Teaching Staff</p>	<p>Foundations Team, Staff</p>	<p>Aug – May</p>

	following: School Family: Greeters in Morning Assembly & classroom; celebration opportunities; Friends & Family Board posted in classroom; incorporating breathing strategies: Star, Pretzel, Balloon, & Drain; Creating a Safe Place; assigning job assignments, and incorporation of Conscious Discipline Language (I notice statements).		Time, Local Funds	
	C. Develop and/or implement positive proactive intervention strategies that address offenses such as bullying.	Counselor	Foundations Team, Staff Time	Aug – May
	D. Campus administrators will review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs.	Administration	Computer Services	Aug – May
	E. Greens Prairie will review and update its Emergency Operations Plan at least annually.	Administration	CSISD Operations Director	May
	F. Greens Prairie faculty will follow campus handbook to ensure the safety of students and staff to include: check in/out process, volunteer approval, lock/prop inside doors, lock outside doors, wearing staff nametags, identification for visitors & university students, following all emergency procedures, etc.	All GP Faculty	CSISD Operations Dept., Staff Time	Aug – May
G. Faculty will have opportunities for professional growth, develop collegiality and nurture a school family through campus activities and develop leadership capacity among the campus.	Administration	PTO	Aug – May	

Evaluation	<ul style="list-style-type: none"> - Effectiveness of safety and security measures - Discipline and referral data - Evidence of Conscious Discipline and CHAMPS implementation across the campus (Foundation Team Observations, Classroom walkthrough data, guidance lessons)
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Goal 4	Empower families and the community to be full partners in students' educational success.
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Objective(s)	<ol style="list-style-type: none"> 1. Provide opportunities for families to support their children in the learning process. 2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.
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Activities	Person(s) Resp	Resources	Timeline
A. The school website, School Messenger and campus social media outlets will be used to actively communicate with parents/guardians and community members.	Assistant Principal	Computer Teacher, CSISD Public Relations Director	Aug – May
B. School Improvement Planning (SIP) Committee will be	Administration	Parents, PTO	Aug – May

<p>representative of district demographics.</p> <p>C. Campus events with PTO support will be planned to promote positive school/family relationships throughout the year.</p> <p>D. In the first three weeks of school, a positive contact will be made with each parent. Example: phone call, postcard, e-mail etc. This is in addition to Parent Orientation & Meet the Teacher.</p> <p>E. 100% of GP students will receive a positive note/postcard in the mail from their teacher by the end of the first semester.</p> <p>F. 100% of GP parents/guardians will meet with classroom teacher for a parent conference in the month of October. The administration will work with teachers/parents to meet this goal.</p> <p>G. Each classroom teacher will strive to effectively communicate with parents in a variety of ways to inform parents of what is happening in the classroom, grade level and school. Examples: monthly grade level newsletter, text messages to parents, updated teacher/grade level website.</p>	Administration	PTO	Aug – May
	Classroom Teacher	Office Staff, Counselor	Aug – Sept.
	Classroom Teacher	Office Staff, Counselor, Local Funds	Sept. – Oct.
	Classroom Teacher	Office Staff, Counselor, Staff Time	Aug – May
	Classroom Teacher	Office Staff, Computer Teacher, Tech Specialists, Campus Tech Consultants	Aug - May

Evaluation	<ul style="list-style-type: none"> - Number of volunteers during school hours (Hall Pass data and/or classroom data) - Usage statistics (Twitter, School & PTO Facebook, HAC) - Family engagement and involvement in family events (percentage of students) - Classroom teacher data regarding positive contact, postcards and parent conferences - Parent survey to collect feedback regarding communication.
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Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.
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Objective(s)	<ol style="list-style-type: none"> 1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results. 2. Comply with all state and federal requirements.
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Activities	Person(s) Resp	Resources	Timeline
<p>A. Greens Prairie Elementary will complete a meaningful accountability system that measures what this community believes is important outlined by CSISD’s Community-Based Accountability System. Community-Based Accountability System will address</p> <ul style="list-style-type: none"> ● Fine arts ● Wellness and PE ● Community and parent involvement 	Administration	Staff Time, C&I	July – August

	<ul style="list-style-type: none"> ● 21st century workforce development ● Second language acquisition ● Digital learning environment ● Dropout prevention strategies ● Gifted and talented programs ● Reporting and policy requirements ● Qualified staff ● Scope & sequence ● Choice in learning ● Literacy and mathematics ● College ready ● Financial resources <p>B. Greens Prairie will evaluate student achievement in the following programs: ESL, LEP, Gifted and Talented, Special Education and students in at risk situations.</p> <p>C. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students in the future.</p> <p>D. The human resources office, in collaboration with the campus principal, will work together to insure that all teachers meet highly qualified status as defined in NCLB.</p>	Administration	Specialists, C&I/SPED Directors, Staff Time	Aug – May
		Administration	Counselor, C&I Dept, Specialists, Staff Time	Aug – May
		Administration	Human Resource Director	March - August

Evaluation	<ul style="list-style-type: none"> - Community-Based assessment results - State and federal accountability system results
	<ul style="list-style-type: none"> - State and local assessment results - Graduation rates

Campus Plan Note: Specialist Resources include the following: Local Funds: Enrichment; SCE Funds: 2 Reading, 1 Math .5 ESL Specialists and supply funds (Total: \$193,553.03).

GP Professional Development Overview (Including Central Office PD) 2015-16

All members of the staff who work with students in any instructional environment must attend district and campus training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 in-service days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the [district calendar](#).

New Teacher University For GP Teachers

- College Station ISD conducts a three day New Teacher Induction (NTI) professional development each August prior to district-wide days. NTI is for all teachers new to the district and in-district teachers who have completed their first year of teaching. Campus overview of procedures, positive school culture and review of campus goals are part of a campus orientation during NTI. Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff that are in their first year of teaching.

Curriculum & Instruction

- Staff development opportunities will include best instructional practices such as the Workshop Model, conferring with students during Workshop, literacy & math stations, balanced literacy and differentiated instruction models with an emphasis on student learning, effective teaching and creative thinking.
- STEM concepts will be incorporated into classroom instruction.
- Math teachers will participate in a book study, Math Exchanges, to develop understandings about the impact/dynamic of small group math instruction. This will begin during August staff development.
- Campus specialists will support instructional planning and design during grade level planning times.

School wide Procedures/Routines & Classroom Management

- Effective student behavior procedures, routines and expectations will be implemented throughout the year: Conscious Discipline and Safe & Civil School Curriculum (CHAMPS).
- Professional development will address Conscious Discipline language.
- Emergency drills will be thoroughly discussed during August staff development.
- The relationship between student behavior and staff understanding of social, cultural and developmental differences will be embedded throughout professional development.

Communication

- Ideas and suggestions on effective communication tools/procedures in order to foster a strong parent/school partnership will be explored. Examples: grade level website, grade level newsletter, 3rd & 4th grade math website for parents, etc.

Technology

- Technology professional development will be available throughout the year at the district and campus level. During the year, after school opportunities (6 per year) will be available after school.

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of

employment.

- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

ESL

- All ESL teachers must have training in Language Proficiency Assessment Committee (LPAC) procedures, Texas English Language Proficiency Assessment system (TELPAS) and English Language Proficiency Standards (ELPS).
- Effective instructional strategies based on the ELPS will be implemented focusing on student performance in listening, speaking, reading and writing activities.

Special Education

- State Law requires that every instructional staff member receives Special Education training annually. District in-service meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Professional development will include RTI processes: exploration of Tier 2 interventions; ERTI implementation process; SIT campus process

Greens Prairie Elementary Professional Development Plan 2015-2016

Date	Instructional	Social-Emotional	Physical
Aug. 2015	Creativity Through the Fine Arts - Supporting Classroom Instruction RRR & Instructional Design Growth Mindset & CSISD Learning Principles Gifted & Talented – 3 Hour Training STEM Integration of Instruction Science Lesson Planning to Include: <ul style="list-style-type: none"> - Writing in Science - Lab Experiences - Technology in Science - Math Integration Student Data Review & Planning Data Review Coaching Model Designed to Impact Student Success 504/SPED – Overview, ERTI Grading/ESchool	High Functioning Group Dynamics HEART Social/Emotional Station Work SPIRIT/CHAMPS/Conscious Discipline (language) GP Mission/Student Expectations	EduHero Required Trainings <ul style="list-style-type: none"> • Bully Prevention • FERPA • Dyslexia • Child Abuse/Neglect • Sexual Abuse Nuts & Bolts – Campus Procedures, Safety Procedures AED Drill Communication Models
Faculty Meetings & Professional Development Days			
September 8 th Faculty Meeting	Required CSISD Trainings	GP New Teacher Meeting with Instructional Coach	Fire Drill Lockdown Drill
October 12 th Parent Conferences	Meeting with parents to discuss academic progress.	Meeting with parents to discuss social/emotional needs of student.	
October 13 th Faculty Meeting	GT 4 of 6 hour update training	GP New Teacher Meeting with Instructional Coach	Campus Pulse: discipline, routines and procedures Fire Drill

November 11 th Early Release	PLC Math Book Study – Math Exchanges PLC LA – Portfolio Review & Planning	Team Game	
November 10 th Faculty Meeting	Vertical Team Instructional Conversations GT 5 of 6 hour update training	GP New Teacher Meeting with Instructional Coach	Obstructed Fire Drill
December 8 th Faculty Meeting	GT 6 of 6 hour update training	Holiday Activity GP New Teacher Meeting with Instructional Coach	Campus Pulse: discipline, routines and procedures Fire Drill
January 12 th Faculty Meetings		Welcome Back Activity GP New Teacher Meeting with Instructional Coach	Fire Drill Lockdown Drill
January 27 Early Release	PLC Math Book Study – Math Exchanges PLC LA – Portfolio Review & Planning	Team Games	
February 9 th Faculty Meeting		GP New Teacher Meeting with Instructional Coach	Campus Pulse: discipline, routines and procedures Fire Drill Shelter in place
February 15 Professional Day	PCL Math Book Study – Math Exchanges PLC LA – Portfolio Review & Planning Vertical Team Discussions 3Cs 3Rs, Learning Principles – Refocus & Application	High Functioning Group Dynamics Refocus HEART SPIRIT/CHAMPS/Conscious Discipline (language) – How are we doing? GP Mission/I Believe Statements - Refocus	
March 8 th Faculty Meeting	STAAR Training	GP New Teacher Meeting with Instructional Coach	Fire Drill Tornado Drill
April 6 th Early Release	PLC Math Book Study – Math Exchanges PLC LA – Portfolio Review & Planning	Team Games	

	Student Data Planning & Vertical Conversations		
April 12 th Faculty Meeting	STAAR Training	GP New Teacher Meeting with Instructional Coach	Campus Pulse: discipline, routines and procedures Fire Drill
May 17 th Faculty Meeting	Campus Planning - Staff needs and development for the next school year	Awards & Goodbye Rituals GP New Teacher Meeting with Instructional Coach	Fire Drill
Monthly Instructional Specialists – Professional Development			
	Math PLC – Book Study – Math Exchanges Math & LA – As directed by Central Office Directors	Grade level pulse, needs assessment and support	Assessment & Student Records Procedures
Project Tech Six Tech Professional Development Opportunities After School 3:15-4:30			
	<p>Tech Trainers (4) will provide a flipped lesson to teachers using an app or program designed for a student project.</p> <p>Teachers will choose a topic of study for the semester which will be formed into cohorts.</p> <p>Teachers will attend 3 sessions in the Fall already knowing about the app/program (flipped instruction). After school time will be designing a lesson/unit with the technology application in mind. The tech coach will support the teachers in designing effective lessons/units.</p> <p>Spring Training (3) will be new tech applications.</p>	<p>Coaching opportunities will be designed based on each cohort of interest.</p> <p>Support will be provided during monthly instructional specialists meetings.</p>	