

# GREEN ACRES ELEMENTARY

## Campus Improvement Plan

### 2016/2017

*Every Heart, Every Mind, Every Child, Every Day...  
Expect Success*

# GREEN ACRES ELEMENTARY

## **Mission**

*Green Acres Elementary will provide academic excellence through collaboration with students, parents, and the community.*

## **Vision**

*Green Acres Elementary will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.*

*Green Acres Elementary will provide staff development to achieve Academic Excellence for all students.*

*Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.*

*Green Acres Elementary will create and maintain a safe learning environment.*

### Nondiscrimination Notice

GREEN ACRES ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# GREEN ACRES ELEMENTARY Site Base

Name	Position
Barajas, Leslie	Certified Representative- Sp. Ed teacher
Bussard, James	District Representative
Chavez, Julie	Teacher
Cox, Andrea	Principal
Crownover, Nita	Business Representative
Downing, Shelly	Teacher
Guerra, Traci	Assistant Principal
Jenkins, Deidre	Teacher
Krebbs, Sherry	Parent
Palser, Devin	Teacher
Smith, Karla	Community Representative
Torrez, Kelly	Teacher

**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 GREEN ACRES EL (171901105) - DUMAS ISD

**Accountability Rating**

**Met Standard**

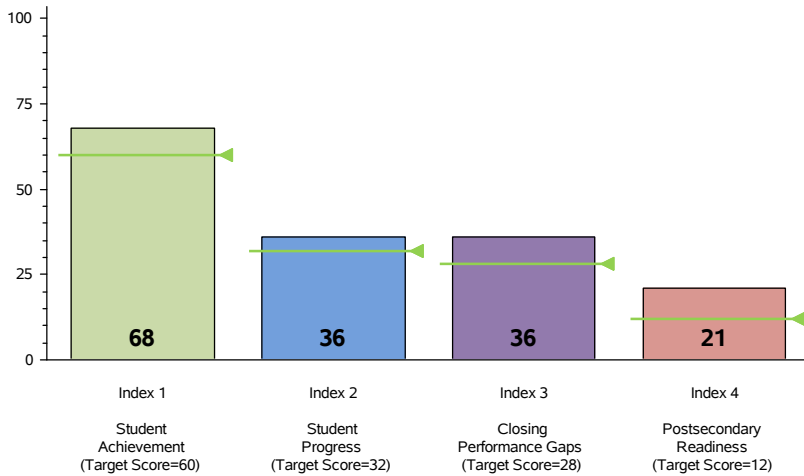
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

**Distinction Designation**

Academic Achievement in ELA/Reading	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science	<b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	540 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	78.9
Percent English Language Learners	40.9
Mobility Rate	8.6

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	258	377	68
2 - Student Progress	284	800	36
3 - Closing Performance Gaps	429	1,200	36
4 - Postsecondary Readiness			
STAAR Score	20.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	13 out of 13 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>23 out of 23 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Attendance percentage is high.  
Our student-teacher ratio is 22-1.

### Demographics Needs

Because of the cultural differences, some parents lack education and therefore do not think education is a top priority for their children or lack the ability to help their children at home.

### Demographics Summary

Need parent support in making education a top priority for children.  
Need to provide training to teach parents how to help their children with their studies at home.

## Student Achievement

### Student Achievement Strengths

Our promotion/retention rate is good.  
Our teachers encourage and challenge students to meet their full potential and demonstrate exemplary performance in reading, writing, math, and science.

### Student Achievement Needs

Need staff development opportunities for all personnel to meet the diverse needs of students - special ed, LEP, migrant, GT, and at-risk.  
Need a better math program for RtI.  
Need to focus interventions on filling educational gaps.

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

Need to improve students academic and reading vocabulary.  
Need to improve students' reading fluency and phonemic awareness.  
Need reading and math materials to meet the diverse needs of all students.

## Student Achievement Summary

Need staff development opportunities for all personnel to meet the diverse needs of students - special ed, LEP, migrant, GT, and at-risk.  
Need to focus interventions on filling educational gaps.  
Need to improve students academic and reading vocabulary.  
Need to improve students' reading fluency and phonemic awareness.

## School Culture and Climate

### School Culture and Climate Strengths

High expectations of faculty are evident in all areas of the school.  
We set well-defined behavioral standards to create a safe learning environment based upon high expectations.

### School Culture and Climate Needs

To continue teaching good traits of character and citizenship.  
To encourage students to set a goal to further their education after high school.  
To implement a school-wide PBIS to improve student discipline and pride.

### School Culture and Climate Summary

Continue teaching good traits of character and citizenship.  
Encourage students to set a goal to further their education after high school.  
Need to implement a school-wide PBIS to improve student discipline and student pride.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

New teacher academy for 1st year teachers.  
Instructional coaches for K-4 teachers.  
All certified teachers are highly qualified.  
All paraprofessionals are highly qualified.

### Staff Quality, Recruitment and Retention Needs

Recruiting and retaining highly qualified teachers.

### Staff Quality, Recruitment and Retention Summary

Recruiting and retaining highly qualified teachers.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Teachers meet weekly for academic teaming and PLC's.  
Teachers meet 3 times a year to plan vertically by subject.  
Teachers meet with the principal, assistant principal or instructional coaches every week during teaming or PLC's.  
Teachers have a planning day once per six weeks to desegregate data and plan instruction for the next six weeks period.

### Curriculum, Instruction and Assessment Needs

Need staff development opportunities to assure understanding of curriculum, new TEKS, and ELPS.  
Need to focus on phonics, fluency and vocabulary in reading.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary

Need staff development opportunities to assure understanding of curriculum, new TEKS, and ELPS.  
Need to focus on phonics, fluency and vocabulary in reading.

## Family and Community Involvement

### Family and Community Involvement Strengths

Our PTO has a program each month to encourage parents to attend and be involved with their child's education.  
Our teachers meet with EVERY parent after the 1st six weeks.

### Family and Community Involvement Needs

Parent involvement.  
Communication with parents.

### Family and Community Involvement Summary

Parent involvement.  
Communication with parents.

## School Context and Organization

### School Context and Organization Strengths

Class schedules.  
Boost/enrichment time.  
RtI program and schedules.  
Growing Achievers Reading Academy (4th grade)  
Growing Achievers Math Academy (4th grade)



# Comprehensive Needs Assessment

## **School Context and Organization Needs**

Need more communication between classroom teachers and special programs (such as ESL, Special Ed).

## **School Context and Organization Summary**

Need more communication between classroom teachers and special programs (such as ESL, Special Ed).

## **Technology**

### **Technology Strengths**

Improvement of technology skills by teachers.  
New equipment purchased for each classroom.

### **Technology Needs**

Need more technology training.

### **Technology Summary**

Need technology training.

# Comprehensive Needs Assessment Data Sources

Accountability Results  
Campus Schedules  
Classroom Technology Needs  
Community Demographics  
Course/Class Assignments  
Decision Making Processes  
Demographic Data  
Disaggregated STAAR Data  
Discipline Referrals  
DMAC Assessment Data  
Enrollment  
Ethnicity  
Focused Curriculum Guides  
Highly Qualified Staff  
Master Schedules  
Mobility Rates  
Parent and Community Survey  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
PLC Data  
Promotion/Retention Rates  
Report Card Grades  
Resource Allocations  
SCE Policy  
Special Program Participation  
Special Student Populations  
Staff Development  
Staff Effectiveness and Student Achievement  
Staff Mobility/Stability  
Staff/Parents/Community/ Business members involved w/SBDM  
State Assessment Data

# Comprehensive Needs Assessment

Summary of Student Progress (not taking STAAR)

Teacher Turnover Rates

Teacher-Student Ratios

Technology Plan

TELPAS Results

# Resources

Resource	Source
IDEA Formula	Federal
Title IA	Federal
Local Funds	Local
FTEs	Other
State Compensatory	State
State ESL	State
State PreK	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# Title IA Schoolwide Components

**Components of Schoolwide Program:** Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** Green Acres Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal	December and May	(L)Local Funds	Formative - Increase in state assessment scores
3. Services for special needs students including: inclusion, content mastery, and speech (Title I SW: 3,5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	December and May	(F)IDEA Formula - \$21,201, (O)FTEs - 3.7, (S)State SpEd - \$112,341	Formative - Increased state assessment scores
4. Implementation of DMAC Assessment System for common assessments, benchmarks, and state assessment disaggregation. (Title I SW: 1,3,8) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	November and May	(L)Local Funds	Formative - Increase in state assessment scores

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for at-risk students in pre-kindergarten, or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 5,9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(O)FTEs - 2, (S)State Compensatory - \$124,796	Formative - Increased reading proficiency among participants
2. Literacy strategies coached and modeled by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Principal	Each reporting period	(L)Local Funds	Formative - Increased reading proficiency as measured by K-2 local assessments and 3rd-4th state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Empowering Writers writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	September and February	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program - before school and after school (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores.
6. Science Lab use: (minimum expectations): K - once a semester; 1st & 2nd - once a six weeks; 3rd - 18 per year**; 4th - 35 per year**; **As many labs as possible should be done in the science lab. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores
7. DHDC - Students in Kindergarten through 4th grade will take one field trip to the Discovery Center per year. DHDC will conduct 2 science live programs per year for all students. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores



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**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores
9. Power of Retelling (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores
10. Discovery Education Videostreaming available to provide digital resources (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,2)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
11. Videoconferencing to provide virtual field trips and learning opportunities to students (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
12. Math strategies coached and modeled by math instructional coach (Title I SW: 5,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Principal	Each reporting period	(L)Local Funds	Formative - Increased math proficiency as measured by K-2 local assessments and 3rd-4th state assessments.
13. Growing Achievers Math and Reading Academy - 4th grade (Title I SW: 2,3) (Target Group: All, AtRisk, 4th) (NCLB: 1,2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	December and May	(L)Local Funds	Formative - increase in assessment scores
14. Green Acres staff will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care to ensure the educational stability of students in foster care. (Title I SW: 9,10)	Principal	May		Increased educational stability of students in foster care.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** Green Acres Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
4. Bilingual and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$78,336, (O)FTEs - 3.6, (S)State ESL - \$11,940	Formative - Increased scores on LEP student state assessment
5. BAC Unit for students in need of extensive behavior support and intervention (Title I SW: 2,10) (Target Group: AtRisk) (NCLB: 1,4)	Principal, Special Services Director	December and May	(O)FTEs - 1.98, (S)State SpEd - \$89,006	Formative - Decreased behavior interventions

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** Green Acres Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal screener will be used to screen all students in grades one through four one time per month. (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	Monthly	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants for students that are identified at risk for one or more of the academic indicators. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$18,744	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Special Services Director	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Continue to provide researched based interventions to focus on closing instructional gaps. (Title I SW: 2) (Target Group: All) (NCLB: 1,2)	Instructional Coach, Principal, Teacher(s)	December and May	(F)Title IA - \$1,314	Formative - increased state assessment scores

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 5.** Green Acres Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, District Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(F)Title IA - \$20,718, (O)FTEs - 2, (S)State Compensatory - \$16,593	Formative - Increased student progress on kindergarten testing.
2. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased interest in PK classes
3. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
4. PK Unit with teachers and assistants to prepare young students for Kindergarten (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May	(F)Title IA - \$22,690, (O)FTEs - 1.96, (S)State PreK - \$58,435	Formative - Student progress on Kindergarten testing.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Green Acres Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased reading proficiency among participants

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 7.** Green Acres Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal	January and May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Green Acres Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	PEIMS Coordinator	January and May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 8.** Green Acres Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send letters to parents to inform them about the referral process for GT students (Title I SW: 1) (Target Group: All, GT) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Spring	(L)Local Funds	Formative - Increased awareness among parents about the GT program
2. Provide services to all gifted/talented students (Title I SW: 3,10) (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased percentage of students scoring at the advanced performance level

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 9.** All students at Green Acres Elementary will participate in coordinated and evaluated moderate to vigorous physical activity. Summative Evaluation: Fitnessgram results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students (K-4th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students
2. All students in grades 3-4 will participate in Fitnessgram. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	April	(L)Local Funds	Formative - Increased physical fitness of 3rd-4th students
3. CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students



# GREEN ACRES ELEMENTARY

**Goal 2.** Green Acres Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Green Acres Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TPTR trainings are available with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Formative - Increased state assessment scores
2. New teachers trained in literacy strategies by Reading Instructional Coach (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, PEIMS Coordinator	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. New teachers will participate in new teacher training by Instructional Coaches using Ginger Tucker's training. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Instructional Coach	August	(L)Local Funds	Formative - Increased state assessment scores
5. All grade level teachers will participate in PLCs and academic teaming weekly. (Title I SW: 3,4,8) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased state assessment scores
6. CLT will visit top performing school(s) in the Campus Comparison groups for ideas for improving classroom instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	December	(F)Title IA - \$2,628	Formative - increased state assessment scores

# GREEN ACRES ELEMENTARY

**Goal 3.** Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 1.** Green Acres Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement.  
Summative Evaluation: sign-in sheets and parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August and May	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Green Acres Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses

# GREEN ACRES ELEMENTARY

- Goal 3.** Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Green Acres Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 4th grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	September	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	December	(L)Local Funds	Formative - Increased parental involvement
4. Green Acres Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$1,217	Formative - Increased parental involvement
5. Meet the Teacher Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased parental involvement
6. Parent portal (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
7. Green Acres Elementary will provide parent involvement activities to engage parents in their child's learning (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased number of parents actively participating in school events
8. Green Acres Elementary will communicate with parents through the School Way App. (Title I SW: 6) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Principal	January and May	(L)Local Funds	Formative - Increased parental involvement

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 1.** Green Acres Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a student assembly to convey expectations and discipline procedures (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal	August	(L)Local Funds	Formative - Increased awareness of students for safety issues

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 2.** Green Acres Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys of Excellence. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts / "RISE UP" materials (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts / "RISE UP" activities addressing topics including conflict resolution, self-esteem, suicide prevention, and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
5. Students receive a "RISE UP" award for demonstrating outstanding behavior or academic work (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student pride and outstanding behavior

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 3.** Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Chief of Police, Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Fire prevention program provided by Dumas Fire Department (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Superintendent	October and May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Each core K-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased student awareness
4. Red Ribbon Week - emphasis on all students being drug-free (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Chief of Police, Elementary Curriculum Director, Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased student awareness of the dangers of drugs
5. Green Acres will practice safety drills as required (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Chief of Police, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased efficiency during drills
6. All students will be trained on safety in the science lab (Title I SW: 1) (Target Group: All) (NCLB: 4)	Elementary Curriculum Director, Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased student awareness of need for safety in science lab
7. Ident-A-Kid services of America will come to Green Acres to fingerprint and take pictures of students upon parent request (Title I SW: 1) (Target Group: All) (NCLB: 4)	Chief of Police, Principal	April	(L)Local Funds	Formative - Increased safety for students
8. Interquest Canines will perform random sweeps when requested at Green Acres. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Chief of Police, Principal	May	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at Green Acres. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 3.** Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Green Acres staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit) and DMA (Legal). (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students

## Elementary Migrant Program Activities

<b>Goal:</b> Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.	
<b>Objective:</b> All identified Migrant students will receive services according to high priority.	
<b>Required Program Activities</b>	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)
<b>Supplemental Program Activities</b>	Supplemental Instruction--Tutoring in core content areas during the regular school day
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day.
	Health and Safety Day for grades 3-5--One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.



# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## At Risk Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, kindergarten or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- B. is in grade 7,8,9,10,11 or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
- C. was not advanced from one grade level to the next for one or more school years;
- D. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year been referred to the department by a school official, officer of the juvenile court or law enforcement official;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

# Dumas ISD Highly Qualified Teacher Plan

<b>Goal</b>	State Certified Staff: All students will be taught by state certified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of state certified core academic subject area teachers on each campus to meet 100%.				
	2. Maintain the percentage of core academic subject area classes taught by state certified teachers on each campus to meet 100%.				
	3. Maintain the percentage of core academic subject area classes taught by state certified teachers on high poverty campuses to meet 100%.				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100%.				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-certified teachers.				
	6. Attract and retain state certified teachers.				
	7. Assist teachers not currently state certified to meet the certification requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files and SBEC certificates				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure state certified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain state certified staff.	All Teachers	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is state certified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May

**GREEN ACRES ELEMENTARY**  
**Campus Improvement Plan**  
**2016/2017**

*Every Heart, Every Mind, Every Child, Every Day...  
Expect Success*

Date Reviewed: May 10, 2017

Date Approved:

**Objective 1.** Green Acres Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Common assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Formative - Increased scores on state assessments	Yes	No- scores not available at this time	
2. Implementation of TEKS Resource System (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Formative - Increase in state assessment scores	Yes	No- scores not available at this time	
3. Services for special needs students including: inclusion, and speech (Title I SW: 3,5) (Target Group: SPED) (NCLB: 1)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
4. Implementation of DMAC Assessment System for common assessments, benchmarks, and state assessment disaggregation. (Title I SW: 1,3,8) (Target Group: All) (NCLB: 1,2)	Formative - Increase in state assessment scores	Yes	No- scores not available at this time	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Reading Recovery Program for at-risk students in grade 1, and literacy groups for 2nd 3rd, and 4th that did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 5,9) (Target Group: AtRisk) (NCLB: 1)	Formative - Increased reading proficiency among participants	Yes	Yes	
2. Literacy strategies coached and modeled by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All) (NCLB: 1,2)	Formative - Increased reading proficiency as measured by K-2 local assessments and 3rd-4th state assessments.	Yes	Yes for K-2, No for 3-4- data not available at this time	
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.	Yes	Yes for 2; No for 3rd- data not available at this time	
4. Use of Empowering Writers writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.	Yes	No- scores not available at this time	
5. Tutorial program - before school and after school (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Retention rate reduction, increased reading/language arts state assessment scores.	Yes	No- scores not available at this time	
6. Science Lab use: (minimum expectations): K - once a semester; 1st & 2nd - once a six weeks; 3rd - 18 per year**; 4th - 25 per year**; **As many labs as possible should be done in the science lab. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in science local assessment scores	Yes	Yes	
7. DHDC - Students in Kindergarten through 4th grade will take one field trip to the Discovery Center per year. DHDC will conduct 2 science live programs per year for all students. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in science local assessment scores	Yes	Yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
8. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in all assessment scores	Yes	No- scores not available at this time	
9. Power of Retelling (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in all assessment scores	Yes	No- scores not available at this time	
10. Discovery Education Videostreaming available to provide digital resources (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,2)	Formative - Increased state and local assessment scores	Yes	No- scores not available at this time	
11. Videoconferencing to provide virtual field trips and learning opportunities to students (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1)	Formative - Increased state and local assessment scores	Yes	No- scores not available at this time	
12. Math strategies coached and modeled by math instructional coach (Title I SW: 5,9,10) (Target Group: All) (NCLB: 1,2)	Formative - Increased math proficiency as measured by K-2 local assessments and 3rd-4th state assessments.	Yes	Yes for K-2, No for 3-4 scores not available at this time	
13. Growing Achievers Math and Reading Academy - 4th grade (Title I SW: 2,3) (Target Group: All, AtRisk, 4th) (NCLB: 1,2)	Formative - increase in assessment scores	Yes	No- scores not available at this time	
14. Green Acres staff will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care to ensure the educational stability of students in foster care. (Title I SW: 9,10)	Increased educational stability of students in foster care.	Yes	Yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Formative - Increased reading state assessment scores among participants.	Yes	No- scores not available at this time	
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Formative - Increased regular state assessment participants instead of alternative assessments	Yes	Yes	
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Formative - Increased scores on special education student state assessment scores	Yes	No- scores not available at this time	
4. Bilingual and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased scores on LEP student state assessment	Yes	No- scores not available at this time	
5. BAC Unit for students in need of extensive behavior support and intervention (Title I SW: 2,10) (Target Group: AtRisk) (NCLB: 1,4)	Formative - Decreased behavior interventions	N/A this year	N/A this year	



Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Universal screener will be used to screen all students in grades one through four one time per month. (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants for students that are identified at risk for one or more of the academic indicators. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Decreased number of students referred for special education testing.	Yes	Yes	
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Increased ability of Impact Teams to meet student needs	Yes	Yes	
5. Continue to provide researched based interventions to focus on closing instructional gaps. (Title I SW: 2) (Target Group: All) (NCLB: 1,2)	Formative - increased state assessment scores	Yes	No- scores not available at this time	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Formative - Increased student progress on kindergarten testing.	Yes	Yes	
2. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Formative - Increased interest in PK classes	Yes	Yes	
3. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Formative - Decreased anxiety of kindergarten students and their parents	Yes	Yes	
4. PK Unit with teachers and assistants to prepare young students for Kindergarten (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Formative - Student progress on Kindergarten testing.	Yes	Yes	

unsuccessful. Summative evaluation: discipline records, attendance records, state assessment results

<b>Activity/Strategy</b>	<b>Evaluation</b>	<b>Was the strategy completed? Yes/No</b>	<b>Was the evaluation criteria accomplished? Yes/No</b>	<b>Notes</b>
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Formative - Increased reading proficiency among participants	Yes	Yes	

**Objective 7.** Green Acres Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Green Acres Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless and at-risk students served during the academic year	Yes	Yes	
2. Green Acres Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless students attending and prepared for school	Yes	Yes	

**Objective 8.** Green Acres Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Send letters to parents to inform them about the referral process for GT students (Title I SW: 1) (Target Group: All, GT) (NCLB: 1)	Formative - Increased awareness among parents about the GT program	Yes	Yes	
2. Provide services to all gifted/talented students (Title I SW: 3,10) (Target Group: GT) (NCLB: 1)	Formative - Increased percentage of students scoring at the advanced performance level	Yes	No- scores not available at this time	

**Objective 9.** All students at Green Acres Elementary will participate in coordinated and evaluated moderate to vigorous physical activity. Summative Evaluation: Fitnessgram results.

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. All students (K-4th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increased physical fitness of all students	Yes	Yes	
2. All students in grades 3-4 will participate in Fitnessgram. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increased physical fitness of 3rd-4th students	Yes	Yes	
3. CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increased physical fitness of all students	Yes	Yes	

**Goal 2.** Green Acres Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Green Acres Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. TPTR trainings are available with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
2. New teachers trained in literacy strategies by Reading Instructional Coach (Title I SW: 4) (Target Group: All) (NCLB: 3)	Formative - Increased writing and reading scores on state assessments.	Yes	No- scores not available at this time	
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Formative - Increased accuracy of student attendance and grades	Yes	Yes	
4. New teachers will participate in new teacher training by Instructional Coaches using Ginger Tucker's training. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
5. All grade level teachers will participate in PLCs and academic teaming weekly. (Title I SW: 3,4,8) (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	Yes	No- scores not available at this time	
6. CLT will visit top performing school(s) in the Campus Comparison groups for ideas for improving classroom instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1,2)	Formative - increased state assessment scores	Yes	No- scores not available at this time	

the total child.

**Objective 1.** Green Acres Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement.  
Summative Evaluation: sign-in sheets and parent teacher conference documentation

<b>Activity/Strategy</b>	<b>Evaluation</b>	<b>Was the strategy completed? Yes/No</b>	<b>Was the evaluation criteria accomplished? Yes/No</b>	<b>Notes</b>
1. Green Acres Elementary will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Formative - Increased parental involvement on campuses	Yes	Yes	
2. Green Acres Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Formative - Increased parent involvement on campuses	Yes	Yes	



the total child.

**Objective 2.** Green Acres Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent teacher conference documentation

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. PK - 4th grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
2. Back to School Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
4. Green Acres Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
5. Meet the Teacher Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
6. Parent portal (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	Yes	Yes	
7. Green Acres Elementary will provide parent involvement activities to engage parents in their child's learning (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Formative - Increased number of parents actively participating in school events	Yes	Yes	
8. Green Acres Elementary will communicate with parents through the School Way App. (Title I SW: 6) (Target Group: All) (NCLB: 1,4)	Formative - Increased parental involvement	Yes	Yes	

**Objective 1.** Green Acres Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Conduct a student assembly to convey expectations and discipline procedures (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increased awareness of students for safety issues	Yes	Yes	

**Objective 2.** Green Acres Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys of Excellence. Summative evaluation: lesson plans

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Character Counts / "RISE UP" materials (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Successful continuance of program	Yes	Yes	
2. Character Counts / "RISE UP" activities addressing topics including conflict resolution, self-esteem, suicide prevention, and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Decreased student conflicts and increased student responsibility	Yes	Yes	
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes	
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes	
5. Students receive a "RISE UP" award for demonstrating outstanding behavior or academic work (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increased student pride and outstanding behavior	Yes	Yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and violent incidents	Yes	Yes	
2. Fire prevention program provided by Dumas Fire Department (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased understanding by students of fire safety	Yes	Yes	
3. Each core K-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	Yes	Yes	
4. Red Ribbon Week - emphasis on all students being drug-free (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Formative - Increased student awareness of the dangers of drugs	Yes	Yes	
5. Green Acres will practice safety drills as required (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Formative - Increased efficiency during drills	Yes	Yes	
6. All students will be trained on safety in the science lab (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness of need for safety in science lab	Yes	Yes	
7. Ident-A-Kid services of America will come to Green Acres to fingerprint and take pictures of students upon parent request (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased safety for students	Yes	Yes	
8. Interquest Canines will perform random sweeps when requested at Green Acres. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and number of illegal items brought to school	Yes	Yes	
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at Green Acres. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Formative - Increased staff and student awareness	Yes	Yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
<p>10. Green Acres staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit) and DMA (Legal). (Title I SW: 10) (Target Group: All) (NCLB: 4)</p>	<p>Formative - Increased awareness by staff and students</p>	<p>Yes</p>	<p>Yes</p>	

