

GREATHOUSE ELEMENTARY

Campus Improvement Plan

2011/2012

"Excellence is Our Expectation!"

Date Reviewed: 09/20/11

Date Approved: 09/22/11

GREATHOUSE ELEMENTARY

Mission Statement

"The staff of Barney R. Greathouse Elementary School, in partnership with parents and the community, will provide an effective educational environment for all students. Instruction will prepare students for success at the next grade level and enable all students to become responsible individuals and lifelong learners who will be productive, caring, creative, problem solvers in their community and society. Students will develop academic skills, social skills, aesthetic appreciation and physical fitness. Evidence of outcomes will be obtained through the use of test data, performance data, surveys, anecdotal records and other student products.

Vision Statement

"As a school community we will provide children with the skills necessary to become exemplary students who are successful, independent, life-long learners within school and the community."

School Affirmation

**"I believe I can learn, I can learn, I will learn.
If it's to be, It's up to me!"**

GREATHOUSE ELEMENTARY Site Base

Name	Position
Bentson, Lori	Parent Representative
Brandt, Teresa	Teacher
Dickeson, Dawn	Resource Teacher
Dixon, Tracy	Administrator
Galloway, Glenda	Teacher
Magallan, Amanda	Administrator
Norris, Kimberly	Parent Representative
SEARCHING FOR A REPRESENTATIVE, OPEN POSTION	Community Representative
Sentena, Felicia	Teacher
Spencer, Janet	Teacher
Tuttle, Treva	Teacher

Resources

Resource	Source	Amount
IDEA Special Education	Federal	\$174,914
Activity Funds	Local	\$15,332
Local Funds	State	\$2,296,459
State Compensatory	State	\$68,476

Greathouse Campus Based Needs Assessment 11-12

Greathouse Elementary is a campus that services students from Pre-K through 6th grade. The student enrollment is approximately 735 students. The demographical make-up of the student population is as follows:

Native American: 1.6 %

Asian: 3.8%

African American: 6.4%

Hispanic: 31.2%

White: 57%

Economically Disadvantaged: 24.2%

ESL: 1.9%

At Risk: 20.5%

The Texas Education Agency reported that Greathouse is a **RECOGNIZED** during 2010-2011 campus. The **RECOGNIZED** status was met with absolute standard.

ATTENDANCE

Greathouse Elementary will continue to work with parents to ensure that the ADA for the 2011-2012 school year increases. During the 2010–2011 school year, the estimate ADA percentage was 95.5%. In 2009-2010, the ADA percentage was 96.1%. During the 2009-2010 school year, Greathouse daily average attendance decreased by about .6%. The Greathouse goal is to reach the ADA percentage of 97% during the 2011-2012 school year. Greathouse will contact parents when students have been absent for an unacceptable number of days. The Greathouse staff will also recognize students who have perfect attendance during a 6-week grade period. Mrs. Magallan and Ms. Dixon will work together with the MISD truancy department in order to hold parents accountable for having their children to school each day.

TAKS DATA AND ANALYSIS

READING

Performance in Reading during 2010-2011

All students: 91% met standard

African American students: 83% meet standard

Hispanic students: 88% met standard

White students: 94% met standard

Economically Disadvantaged students: 77% met standard

Performance in Reading during 2009-2010

All students: 92% met standard

African American students: 82% met standard

Hispanic students: 87% met standard

White students: 96% met standard

Economically Disadvantaged students: 82% met standard

Performance change in Reading from 2009-2010

All students: 1 point decline

African American students: 1 point increase

Hispanic students: 1 point increase

White students: 2 point decline

Economically Disadvantaged students: 5 point decline

Reading Action Plan

Greathouse Elementary teachers will identify the students who are in need of individualized interventions according to TAKS results, STAR Early Literacy, Fountas and Pinnell Records, and data from the previous teachers. Greathouse has increased the enrollment of students who will participate in Read 180 and System 44. Students in grades 4 and 5 will participate in "Successful Reader," an intervention program to help students with comprehension, fluency, and vocabulary. Students in grades K, 1 and 2 will be using the Fountas and Pinnell Early Intervention Kits. Early Intervention will assist teachers with intervening early during a student's educational career, so that by grades 3 – 6, students are on grade level. Early Success, Soar to Success, Reading Recovery, Navigator, and teacher developed interventions will also be used, at various grade levels, to target students in need of reading intervention. Teachers will utilize the guided reading library to assist students with their reading, at their individual reading levels. Non-Fiction text will be implemented across all content areas. Students and teachers will utilize National Geographic student magazines (K-6), Weekly Reader (grade 3), Scholastic News (grade 6), Social Studies newspapers (grade 5), Science Newspapers (grade5) and other various non-fiction text. The students will be assessed with running records to ensure that their comprehension and fluency are developing. The students will be monitored with district assessments, teacher evaluations, Star Reading (3-6) and Star Early Literacy (K-2). Imagine Learning will be used as an intervention for ELLs, STAT students who could potentially be referred to Special Education, and Special Education students. Teachers will also begin utilizing the Accelerated Reading program and C-Scope will be the guide teachers will use when developing lessons in Reading/ELA.

MATH

Performance in Math during 2010-2011

- All students: 89% met standard
- African American students: 72% met standard
- Hispanic students: 84% met standard
- White students: 93% met standards
- Economically Disadvantaged students: 77% met standard

Performance in Math during 2009-2010

- All students: 92% met standard
- African American students: 86% met standard
- Hispanic students: 87% met standard
- White students: 96% met standard
- Economically Disadvantaged students: 83% met standard

Performance change in Math from 2009-2010

- All students: 3 point decline
- African American students: 14 point decline

- Hispanic students: 3 point decline
- White students: 3 point decline

- Economically Disadvantaged students: 6 point decline

Math Action Plan

The performance changes from 2009-2010 to 2010-2011 indicate that the growth seen the previous year was not maintained. Greathouse will continue to work with the teachers in ensure that the growth seen in 2009-2010 can occur again during the 2011-2012 school year. Teachers will begin using C-Scope consistently to guide their lesson planning and to ensure that vertical and horizontal alignment is occurring. All students in grades 2-6 will have access to Study Island and FastMath. Both programs will be used to help close achievement gaps. The students will participate in a 30 minute intervention block daily. Teachers will use the AIM's curriculum, Math Explorer, Accelerated Math, self created lessons, Target Math and the Everyday Math curriculum to help struggling students and add rigor to the curriculum for those students who are ready for more challenges. Math Mania days will be implemented to assist students with mastering objectives. Students will have the option to participate in Morning Computer Lab, on Tuesday – Thursday, each week to work on Study Island and FastMath. Greathouse will continue to implement Math Night. The school administration will have a "Problem of the Day," that requires students to problem solve and report the correct answer to the office each morning during announcements. Parents wishing to volunteer, within the classrooms, will be utilized by helping students with basic math facts.

WRITING

Performance in Writing during 2010-2011

All students: 91% met standard
African American students: NA
Hispanic students: 83% met standard
White students: 97% met standard
Economically Disadvantaged students: 79% met standard

Performance in Writing during 2009-2010

All students: 95% met standard
African American students: Not Reported
Hispanic students: 90% met standard
White students: 96% met standard
Economically Disadvantaged students: 88% met standard

Performance change in Writing from 2009-2010

All students: 4 point decline

African American students: Not Reported
Hispanic students: 7 point decrease

White students: 1 point increase
Economically Disadvantaged students: 9 point decline

Writing Action Plan

Greathouse students will be provided with more opportunities to write in all content areas. Students will have interactive journals which will require them to communicate on paper and learn to express themselves effectively. Students in grades 2-6 will be expected to take a piece of writing through the writing process a minimum of once per six-weeks. The campus will hold a minimum of 2 essay contests to motivate students to write about various topics. Students will also participate in the writing of a published book. Some books will be classroom books, while others will be individual books. The curriculum expectations for writing will be vertically aligned through staff developments and district expectations. The students will participate in a Young Author's Celebration at the end of the year, to share their books and writing collections with peers, teachers, parents and other visitors.

SCIENCE

Performance in Science during 2010-2011

All students: 93% met standard
African American students: 100% met standard
Hispanic students: 74% met standard
White students: 100% met standard
Economically Disadvantaged students: 82% met standard

Performance in Science during 2009-2010

All students: 91% met standard
African American students: 80% met standard
Hispanic students: 90% met standard
White students: 92% met standard
Economically Disadvantaged students: 86% met standard

Performance change in Science from 2009-2010

All students: 3 point increase
African American students: 20 point increase
Hispanic students: 16 point decline

White students: 8 point increase
Economically Disadvantaged students: 4 point decline

Science Action Plan

Greathouse Science continues to show improvement. All science teachers will continue to use C-Scope and all of its tools. Students in grades 2-6 will be required to visit the science lab, a minimum of once a week, to participate in a lab activity. Science labs will include a written process and/or reporting system. Science walls will be utilized in the classrooms. Students will read text that relates to various science lessons. Teachers will help increase the scientific vocabulary for each student.

Commended Rates

	<u>Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Science</u>
All students	41%	48%	30%	48%
Eco. Disadvantaged	22%	35%	18%	41%

SUMMARY

Greathouse is taking a step forward and is committed to working together in order to increase student performance in all areas. Hispanic and Economically Disadvantaged scores in Reading and Math will be areas of focus. A commended rate goal is to have the 'all student' indicator at 50% or higher in all areas, and for the African American, Hispanic and Economically Disadvantaged subgroups to be 35% or higher in all areas. Teachers will identify the appropriate students and determine an appropriate intervention to ensure growth. The students will be monitored and a paper trail will follow these students in order to determine continued weaknesses, needs, and the growth seen within a school year. The campus will work together and develop a support system for all students in order to close achievement gaps and add rigor for higher ended learners. Greathouse will continue to offer a safe, educational, positive and exciting climate for all learners and visitors. Communication will continue to increase in order to create a team of parents and staff members working towards one vision, "Student Success!"

GREATHOUSE ELEMENTARY

Goal 1. Greathouse Elementary will support high academic standards.

Objective 1. 95% of Greathouse students will reach high standards by performing at the advanced level, or at a higher level from the previous year, on state assessments in all core subjects.

Objective 2. Greathouse Elementary staff will work collaboratively in order to ensure that 100% of the Greathouse students have a positive and smooth transition from Pre-K to Kindergarten and from 6th grade to the junior high campuses.

Goal 2. Greathouse Elementary will uniformly use effective instructional strategies.

Objective 1. 100% of Greathouse students performing below grade level or those who are at risk of performing below grade level will receive intervention.

Objective 2. Greathouse Elementary teachers and staff members will plan lessons together in collaborative groups to ensure student growth across all grade levels and to ensure horizontal and vertical alignment.

Goal 3. Greathouse Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of Greathouse teachers will meet the NCLB criteria of Highly Qualified.

Objective 2. A minimum of once per month, the Greathouse staff will be provided with opportunities to enhance their knowledge and skills through staff development, team building, and collaboration, in order to impact student achievement and personal growth.

Objective 3. A minimum of once per month, the Greathouse Elementary administration will recognize teachers for their hard work, leadership, and their successes in order to retain highly qualified teachers from year to year.

Goal 4. Greathouse Elementary will prepare technologically advanced students.

Objective 1. Greathouse Elementary will exhibit continuous technological improvements and growth by allocating and spending a minimum of \$5000.00 for hardware, software, training, and technology supplies.

Goal 5. Greathouse Elementary will provide facilities that support exemplary learning environments.

Objective 1. 100% of Greathouse students will participate in a school environment that promotes high expectations, respect, recognizes student accomplishments, and is safe, drug free and promotes a healthy lifestyle.

Goal 6. Greathouse Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. 100% of the Greathouse faculty and staff will maintain a high level of parental involvement, within the school, in order to create an environment that promotes the importance of working together to ensure the children's educational successes.

Goal 7. Greathouse Elementary will exercise fiscal responsibility and efficiency.

GREATHOUSE ELEMENTARY

Objective 1. The budget accounts for the 2010-2011 school year will be reviewed, discussed, and reconciled monthly in order to ensure that 100% of all funds are used to promote student success.

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Goal 1. Greathouse Elementary will support high academic standards.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will receive individualized and diagnostic instruction to ensure that they meet high academic standards, in all subject areas. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Specialist, Parent Volunteers, Special Ed Teachers, Teacher(s)	daily	(F)IDEA Special Education, (L)Activity Funds, (L)SchoolNet Data, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)District Staff, (O)Principal, (O)Special Education Teachers, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds	Fountas & Pinnell, TAKS, STAR testing, district generated tests, teacher observations, evaluations, Read 180/Systems 44, parent feedback, 6 and 9 week assessments, progress monitoring within the classroom
2. The Greathouse staff will use the PLC concepts to work together and analyze data, in order to determine the individual needs of the students within the school population. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Core Subject Teachers, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	weekly, end of each six weeks	(L)Activity Funds, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Local Budget Data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds	District assessments, State assessments, student grades, teacher assessments and evaluations
3. Greathouse students and staff members will participate in planned activities that will promote post-secondary opportunities for all students. (Target Group: All) (NCLB: 1,2,4,5)	Academic coaches, Assistant Principal(s), Campus counselors, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	1st Monday of each month; As scheduled	(L)Activity Funds, (L)Dropout Prevention, (L)Instructional Services, (O)Classroom Teachers, (O)District Counselors, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials	Student, teacher, & parent observations; announcements, classroom displays, counselor lessons and feedback
5. Students in grades PreK-6th grade will participate in a 'Problem of the Day' each morning during announcements, to promote and develop the problem solving skills needed for students to critically think and be successful in the area of Mathematics. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, Principal, Teacher(s)	Daily beginning 2nd six weeks	(L)Activity Funds, (L)Instructional Services, (O)Classroom Teachers, (O)Principal, (O)Teacher Recommendation, (S)Local Funds	STAR Math tests, six week assessments, Everyday Math assessments, benchmarks, teacher observations, state assessments

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Objective 1. 95% of Greathouse students will reach high standards by performing at the advanced level, or at a higher level from the previous year, on state assessments in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Greathouse students will participate in a minimum of 2 essay contents at Greathouse and in a "Young Author's" celebration, to promote writing and develop successful authors. (Target Group: All) (NCLB: 1,2,3,4,5)	Principal, Teacher(s)	November, February, May	(L)Activity Funds, (L)Instructional Services, (O)Classroom Teachers, (O)Principal, (O)TEKScore data	Participation in essay contests, writing assessments, State assessments, Young Author's publications, parent/teacher/student feedback
7. Greathouse students in grades 2-6 will participate in weekly science labs, in the Greathouse science classroom, and have access to non-fiction text to promote their scientific findings. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)Activity Funds, (L)Instructional Services, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)TEKScore data, (S)Local Funds, (S)State Compensatory	Science grades, observations, district assessments, lesson plans, student/parent/teacher feedback, state assessments
8. Greathouse students will have access to and use non-fiction text to promote rigor in reading for all students. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	weekly	(L)Activity Funds, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds, (S)State Compensatory	Library records for usage of non-fiction guided reading text, STAR testing, Fountas and Pinnell Testing, district assessments, state assessments, running records, teacher data
9. Partners in Reading, created through Greathouse parent volunteers will read with "at-risk" students on a weekly basis to help students with their reading fluency and comprehension. (Target Group: AtRisk) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Parent Volunteers, Principal, Teacher(s)	Weekly	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Teacher feedback, Star Early Literacy, Fountas & Pinnell

GREATHOUSE ELEMENTARY

Goal 1. Greathouse Elementary will support high academic standards.

Objective 2. Greathouse Elementary staff will work collaboratively in order to ensure that 100% of the Greathouse students have a positive and smooth transition from Pre-K to Kindergarten and from 6th grade to the junior high campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sixth grade students and parents will be provided with information about the transition between the elementary and junior high, curriculum requirements, course opportunities, and early enrollment. Students will visit the receiving junior high schools, parent/counselor informational nights will be available, visits from the junior high counselors to the elementary schools. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Principal, Teacher(s)	March 2012 and May 2012	(O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Parent sign in sheets, parent feedback, early enrollment documentation
2. The Greathouse administration will provide the receiving junior high administration with information about the individual students, special programs, special needs, and or counseling concerns in order to ensure that appropriate programs are available for the students' educational and/or behavioral needs. (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Counselor(s), Principal	June 2012	(L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)TEKScore data	Documentation from teachers, STAT, TAKS, and counseling office. Feedback from junior high administrators.
3. Greathouse will introduce the students from PreK classrooms to Kindergarten classrooms to help prepare them for the transition to Kindergarten. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	May 2012	(F)Head Start, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Parent sign in sheets, early enrollment documents

GREATHOUSE ELEMENTARY

Goal 2. Greathouse Elementary will uniformly use effective instructional strategies.

Objective 1. 100% of Greathouse students performing below grade level or those who are at risk of performing below grade level will receive intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who are not performing on grade level and those who are at risk of performing below grade level will receive research-based interventions during the school day. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Each six weeks	(F)IDEA Special Education, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory	SchoolNet data, Inova, lesson plans, teacher observations, Fountas and Pinnell, Star Early Literacy, running records, Reading Assessment Wall, LLI data, SAM Reports, TELPAS, STAAR, teacher feedback
3. Greathouse students, who are at-risk, will participate in weekly tutorials for reading and math, twice a week, beginning January 2012. (\$4000.00 from State Comp funds will be used to fund this intervention.) (Target Group: AtRisk) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	Jan - May, 2012	(L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)STAR Reading Reports, (O)Supplemental Materials, (O)Teacher Recommendation, (O)TEKScore data, (S)State Compensatory	Tutorial Attendance, Student growth on district and state assessments, classroom performance, parent/teacher/student feedback
4. Greathouse students, identified as struggling readers, below grade level, using the Scholastic SRI/SPI, will be provided with Read 180/System 44 as a daily intervention. (Target Group: AtRisk) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Exec. Dir. of Elementary Education, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Daily beginning 3rd week of school	(L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Scholastic SRI/SPI results, benchmark assessment results, weekly program results, state assessment results.
5. Greathouse students identified as LEP students will receive ESL services that promote academic language instruction daily to ensure the student's academic success. (Target Group: ESL, LEP) (NCLB: 2,3,4,5)	Assistant Principal(s), Director of Bilingual/ESL, Principal, Teacher(s)	daily	(F)Bilingual Education , (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Woodcock-Munoz Proficiency test, district assessments, state assessments, TELPAS, teacher feedback and observations, LPAC minutes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Greathouse students, working below grade level in reading in grades K - 2, will participate in the Fountas and Pinnell Early Intervention program, in order to close achievement gaps. (Target Group: AtRisk) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)	Daily beginning 2nd six weeks	(F)Title 1, Part A - ARRA/Stimulus, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (S)Local Funds	Fountas and Pinnell Results, STAR testing results, Running Records, teacher observations and feedback, district assessments
7. Greathouse students, in grades 3-6, will participate in an Accelerated Math Program that will target instruction for struggling students and provide extensions to lessons for students who have already mastered a concept. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Director of Math & Science, Instructional Specialist, Principal, Teacher(s)	Daily beginning 2nd six weeks.	(L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)TEKScore data, (S)Local Funds	STAR testing for Math, Everyday math assessments, district assessments, benchmark testing, state assessment
8. The Greathouse Counselor will help identify at-risk students and visit with the students about goals and expectations, to promote academic success. (Target Group: AtRisk) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Throughout school year	(L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)TEKScore data	Student performance by six weeks, benchmark testing, district assessments, classroom assessments, report cards, state assessments, student feedback, counseling observations
9. Students in need of additional instructional or behavioral support will be referred to the STAT team in order to discuss and determine the best intervention/s for each student, and to ensure that RTI is occurring. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	weekly	(L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)District Staff, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Supplemental Materials, (O)Teacher Recommendation, (S)Local Funds	STAT documentation, RTI documentation, STAR Testing, district created assessments, Fountas and Pinnell, student grades, observations of students by support staff and district personnel

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Objective 1. 100% of Greathouse students performing below grade level or those who are at risk of performing below grade level will receive intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Greathouse students in grades 3-6 will participate in an Accelerated math program to assist at-risk students and to add rigor to the curriculum for students who have already mastered grade level standards. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Director of Math & Science, Principal, Teacher(s)	daily	(O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Supplemental Materials	Everyday math assessments, district assessments, STAR math testing, Study Island, state assessments, teacher feedback and observations.

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Goal 2. Greathouse Elementary will uniformly use effective instructional strategies.

Objective 2. Greathouse Elementary teachers and staff members will plan lessons together in collaborative groups to ensure student growth across all grade levels and to ensure horizontal and vertical alignment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Greathouse staff and faculty will use C-Scope as their guiding tool when preparing lessons for students in Reading/ELA, Math, Science and Social Studies. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Director of English Language Arts, Director of K-12 Literacy, Director of Math & Science, Instructional Specialist, Principal, Supervisor of Social Studies, Teacher(s), Teaching & Learning Department	Weekly	(L)C-Scope Resource Bank, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)District Staff, (O)District Trainers, (O)Principal, (S)Local Funds	Observations, lesson plans, grade level meetings, faculty meetings, sign-in sheets, student progress, common language amongst staff, common vocabulary between grade levels. Six Week exams, C-Scope logins, STAAR results
2. Star Math and Star Reading, through Renaissance Learning, will be utilized every 6-weeks to monitor individual growth and to determine what individualized instruction will be needed. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s), Team Leaders	every 6 weeks	(L)Instructional Services, (O)Classroom Teachers, (O)Designated Funds, (O)District Staff, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports	Star monitoring tool that documents growth. Student process, district assessment, teacher and administrative observations, state assessment results
3. Cooperative learning activities and strategies will be implmented to natuarly embed critical thinking, rigor, and to develop individual learning responsibility within each classroom. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	Daily	(L)Activity Funds, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers, (O)Principal	Student progress, student engagement, walk-through and PDAS documentation, teacher and student feedback, district and state assessment, advanced levels on state assessment

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Goal 3. Greathouse Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of Greathouse teachers will meet the NCLB criteria of Highly Qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Greathouse Elementary interview team will interview applicants who meet the highly qualified criteria and make employment recommendations based on certifications, experience, and references. (Target Group: All) (NCLB: 1,2,3,4,5)	CEIC members, Principal, Teacher(s)	August 2011 - May 2012 (as needed)	(O)Classroom Teachers, (O)Principal, (S)State Compensatory	PDAS, Formal walk-throughs, personnel records and qualifications

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Goal 3. Greathouse Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. A minimum of once per month, the Greathouse staff will be provided with opportunities to enhance their knowledge and skills through staff development, team building, and collaboration, in order to impact student achievement and personal growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff members will be provided with staff development and team building opportunities, dependent on the campus needs and the individual teacher needs, a minimum of once per month through faculty meetings. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers	August 2011 - June 2012	(F)English as a Second Language, (F)IDEA Special Education, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	PDAS, walk-through documentation, informal observations, teacher feedback, testing results, student performance, lesson plans, professional development records, staff meeting agendas, staff meeting sign in sheets
2. The Greathouse staff will participate in weekly grade level meetings to review curriculum, learn from team members, develop strategies, and work through concerns or challenges. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	August 2011 - May 2012 (as needed)	(F)English as a Second Language, (F)IDEA Special Education, (L)Instructional Services, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	Grade level planning minutes, grade level feedback, professional learning feedback, lesson plans, PDAS, teacher self reports, student achievement
3. The Greathouse staff will receive campus based staff development about Professional Learning Communities, cooperative learning, and STAAR, in order to build a student focused culture and systematic approach that allows the staff to meet the needs and add rigor to the curriculum for all students. (Target Group: All) (NCLB: 1,2,3,4,5)	Principal	Twice per semester (minimum)	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (S)Local Funds	PDAS appraisals, teacher discussions, surveys, state results, culture changes at the campus, lesson plans, observations
4. The Greathouse faculty and staff will be provided opportunities to improve their health by keeping track of miles walked by wearing a pedometer, bringing salads or fruits on Wednesdays, and by introducing a teacher yoga night. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)Staff Development, (O)Classroom Teachers, (O)Principal	Teacher feedback, faculty participation, contest results

GREATHOUSE ELEMENTARY

Goal 3. Greathouse Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. A minimum of once per month, the Greathouse staff will be provided with opportunities to enhance their knowledge and skills through staff development, team building, and collaboration, in order to impact student achievement and personal growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Greathouse Elementary administration and leadership teams will support staff members who are working in classrooms that are over the 22:1 student to teacher ratio, in grades K-4, to ensure that academic excellence is continually met and to ensure that teachers are retained and supported. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Campus counselors, CEIC members, Exec. Dir. of Elementary Education, Principal	2011-2012 (all year)	(O)Classroom Teachers, (O)District Counselors, (O)District Staff, (O)District Trainers, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Supplemental Materials	Teacher feedback, Ren Star results, parent feedback, district results, staff meetings, grade level meetings, teacher conferences

GREATHOUSE ELEMENTARY

Goal 3. Greathouse Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 3. A minimum of once per month, the Greathouse Elementary administration will recognize teachers for their hard work, leadership, and their successes in order to retain highly qualified teachers from year to year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers, parents, and students recognize faculty members using a "Kudos" box in the office. During a faculty meeting, the administration recognizes a staff member who was given a "Kudo" and he/she is rewarded by the administration. Each teacher is given a copy of the "Kudo" that he/she received. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Counselor(s), Principal	Monthly	(O)Classroom Teachers, (O)Principal	Teacher retention, teacher feedback, parent and student feedback, observations
2. "Wacky Wednesday" faculty meetings will be implemented in order to help staff members relieve stress and enjoy each other in a fun, family type setting. During these faculty meetings, the staff will be engaged in stress relief activities. (Target Group: All) (NCLB: 3)	Assistant Principal(s), Health Services Supervisor, Principal, Teacher(s)	every 6-weeks	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Observations, retention of highly qualified teachers, teacher feedback

GREATHOUSE ELEMENTARY

Goal 4. Greathouse Elementary will prepare technologically advanced students.

Objective 1. Greathouse Elementary will exhibit continuous technological improvements and growth by allocating and spending a minimum of \$5000.00 for hardware, software, training, and technology supplies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Greathouse will increase the amount of technology based instruction, equipment, software, and staff development to meet the district and SBEC standards. (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Instructional Technologist, CEIC members, Instructional Technology Dept., Principal, Teacher(s)	September 2011	(F)Title IID Technology, (L)Activity Funds, (L)Staff Development, (O)Designated Funds, (O)Principal, (S)Local Funds	STAR Chart, classroom and computer lab inventory and observations, webpage monitoring, PDAS, walk-through documentation, teacher self reports
2. Greathouse staff members will participate in the technology tutorials, in order to pass the technology proficiency test and to be able to teach students through the use of technology. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Exec Dir of Technology, Instructional Technology Dept., Principal, Teacher(s)	Through-out school year	(F)Title IID Technology, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers, (O)Principal	Technology Proficiency Test results, Technology tutorial records, staff development records, observations, lesson plans, PDAS
3. Greathouse students will visit the computer lab and receive instruction a minimum of once per week, in order to develop their technology skills according to the state standards. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)Staff Development, (O)Classroom Teachers, (O)Principal	PDAS, Walk-through documentation, teacher self-reports, student feedback, teacher feedback, weekly schedule for computer lab visits

GREATHOUSE ELEMENTARY

Goal 5. Greathouse Elementary will provide facilities that support exemplary learning environments.

Objective 1. 100% of Greathouse students will participate in a school environment that promotes high expectations, respect, recognizes student accomplishments, and is safe, drug free and promotes a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The students will follow the implemented "Greathouse Student Expectations," in order to create a school environment that promotes respect and recognizes student success. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Daily	(L)Activity Funds, (O)Classroom Teachers, (O)Principal	Parent survey, teacher feedback, discipline reports, administrative observations
2. Greathouse students will receive instruction about character education and learn about their responsibilities as a student of a school. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Parent Volunteers, Principal	Monthly	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials	Teacher, administrator, counselor observations. Counselor referrals, discipline reports, student feedback.
3. Greathouse students will participate in the CATCH program, and other community based programs, to promote healthy lifestyle and good nutritional choices. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Dir. of Child Nutrition Services, Principal, Teacher(s)	Oct. , Nov. Feb. , weekly	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Teacher and administrative observations, lesson plans; Participation in CATCH Night, Diabetes Walk, Jump Rope and Hoops for Heart.
4. Students will be provided with a drug education program and "being safe program." (Target Group: All) (NCLB: 3,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	October 2011	(F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials	Counselor reports, counselor lesson plans, staff lesson plans, District Safe Schools Survey.
5. Greathouse will ensure that NCI and TBSI strategies are implemented and that Greathouse Elementary has an established TBSI (Texas Behavior Support Initiative) Core Team for behavioral interventions. (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers	October	(F)IDEA Special Education, (F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers	Discipline reports with PEIMS information; feedback and records from Special Education teacher, staff development records.
6. Greathouse will implement the district and campus Crisis Management Plan. (Target Group: All) (NCLB: 4)	Assistant Principal(s), CEIC members, Principal, Teacher(s)	Daily	(O)Classroom Teachers, (O)Principal	Drill reports, discipline data, teacher feedback, observations, inspections by the fire marshall, District Safe Schools Survey

GREATHOUSE ELEMENTARY

Goal 5. Greathouse Elementary will provide facilities that support exemplary learning environments.

Objective 1. 100% of Greathouse students will participate in a school environment that promotes high expectations, respect, recognizes student accomplishments, and is safe, drug free and promotes a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Greathouse students will receive instruction and information about bullying and other social skills/concerns, through weekly announcements and counseling lessons. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Counselor(s), Principal	Weekly/Monthly	(F)Title IV Safe and Drug Free, (L)Activity Funds, (L)Instructional Services, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Discipline reports, counseling reports, teacher reports, district safe school survey, campus survey, student feedback, observations
8. Greathouse will ensure that moderate to vigorous physical activity is implemented in PE class to promote a healthy lifestyle. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Weekly	(O)Classroom Teachers, (O)Principal	Fitness gram results, student participation, teacher and administrative observations
9. Greathouse students in grades 3-6 will participate in the Fitness Gram test and the results will be provided to parents. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	Spring Semester	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (O)TEKScore data	Fitness Gram results, parent/teacher/student feedback
10. Greathouse students in need of additional social skills development, will participate in "Social Town" with the school counselor. Team building and social skills will be developed and monitored. (Target Group: All) (NCLB: 1,2,3,4,5)	Campus counselors, Principal, Special Ed Teachers, Teacher(s)	Weekly	(L)Activity Funds, (L)Instructional Services, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (O)Teacher Recommendation, (S)Local Funds	Discipline referrals, classroom interaction, observations, counseling visits, surveys, parent feedback
11. The Greathouse students in grade 4-6 will participate in a Life Center, "sex-education" mini-class to bring consequence and body awareness to students. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, Dept. of Student Development, Principal, Teacher(s)	Spring 2012	(O)Classroom Teachers, (O)District Counselors, (O)District Staff, (O)Principal	Student and parent feedback; district yearly pregnancy percentages

GREATHOUSE ELEMENTARY

Goal 6. Greathouse Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. 100% of the Greathouse faculty and staff will maintain a high level of parental involvement, within the school, in order to create an environment that promotes the importance of working together to ensure the children's educational successes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Greathouse Elementary will increase parental communication through the use of a "Knighly Binder", phone calls, memos, weekly behavior reports, and progress reports sent every 3 weeks. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Counselor(s), Principal, Teacher(s)	Weekly	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Parent feedback and survey results, CEIC feedback, teacher feedback, PTA memberships, communication logs
2. Greathouse Elementary will provide opportunities for parents to attend and participate in the following: afterschool informational meetings, student performances, PTA Nights, Family Math Night, Family CATCH Night, academic celebrations, Young Author's Celebrations, Parent Connection, school web pages, Kindergarten Round-up and conferences. (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Counselor(s), Parent Volunteers, Principal, Teacher(s)	Monthly	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds	Attendance sheets, PTA memberships, parent feedback, parent survey results, CEIC and teacher feedback
3. Greathouse students and faculty members will participate in city-wide walks such as the Heart Walk and Diabetes Walk, to promote community involvement. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	twice per year	(O)Classroom Teachers, (O)Principal	Participation in events, feedback from parents/students/teachers

GREATHOUSE ELEMENTARY

Goal 7. Greathouse Elementary will exercise fiscal responsibility and efficiency.

Objective 1. The budget accounts for the 2010-2011 school year will be reviewed, discussed, and reconciled monthly in order to ensure that 100% of all funds are used to promote student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Greathouse CEIC will meet a minimum of 6 times a year, in order to review the campus budget, activity fund, new programs, campus improvement plan, and to discuss school improvement. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Principal	9/28, 9/30/, 10/14, 11/18, 1/20, 2/24, 4/21	(F)English as a Second Language, (F)IDEA Special Education, (F)Title IID Technology, (F)Title IV Safe and Drug Free, (L)Activity Funds, (L)Instructional Services, (L)SchoolNet Data, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (S)Local Funds, (S)State Compensatory	CEIC minutes, budget account information and audits
2. The Greathouse Principal and school secretary will meet regularly to review and reconcile various budget accounts. (Target Group: All) (NCLB: 1,2,3,4,5)	Principal	Monthly	(F)IDEA Special Education, (F)Title IID Technology, (L)Activity Funds, (O)Designated Funds, (O)Local Budget Data, (O)Principal, (S)Local Funds, (S)State Compensatory	District audit of budget accounts and activity fund accounts. Budget records and ITCCS System

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 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.