

### V. Administrative Support (Possible 20 Points)

Indicator	1 point	2 points	3 points	4 points
<p><b>A. School Philosophy and Culture (4 Points max.)</b>            Environmental themes, concepts and Green School Projects are at the core of how staff and administration think about curriculum and building operations.  <i>Successful projects are easier to develop and sustain when approaches that build a green school culture achieve a critical mass of support (especially among those with decision-making authority).</i></p>	<p>School annually has one environmental focused event.             e.g., School annually recognizes Earth Day with a school wide event.</p>	<p>Some administrative support exists to use green school projects in certain cases as a specific strategy for engaging students.             e.g., Administration invites Solid Waste Authority to speak to all students. Each year they design a new solid waste unit which is enriched with appropriate labs for each of the different science classes.</p>	<p>School administration encourages teachers to incorporate green school projects into the curriculum.             e.g., School literature and website talk about the importance of their green school initiatives.</p>	<p>School mission or philosophy statement clearly articulates or embodies the importance of creating a green school culture.             School principals and other key administrators are consistent public advocates for greening their school.            Regular presentations are made to local community to demonstrate the successes and opportunities of Green School Projects for students.</p>
Indicator	1 point	2 points	3 points	4 points
<p><b>B. Professional Development (4 Points max.)</b>            Training of school staff is used intentionally as a way to build Green School capacity.  <i>Providing focused and ample staff training on any strategy is one of the most effective and essential ways to achieve desired student performance results.</i></p>	<p>Some teachers voluntarily attend professional development in regards to building their own professional development in green school topics.</p>	<p>Instructional strategies and ecological literacy courses related to Green School initiatives are accepted as legitimate topics for professional development.             Some school-wide training exists on topics supporting Green School Projects.</p>	<p>Teachers and Administrators work closely together through professional development to implement Green School initiatives into the curriculum.             e.g, Teachers are strongly encouraged to continually develop their own personal Green School instructional strategies through attendance of professional development. Staff attend workshops that enhance their knowledge of green initiatives, community building and local endangered habitats.</p>	<p>Substantial planning time and skills training on topics or strategies that will enhance Green School goals are provided to teachers.             Trainings to prepare teachers for green school projects are provided and coordinated at the whole school level.</p>

<b>Indicator</b>	<b>2 points</b>	<b>4 points</b>	<b>6 points</b>	<b>8 points</b>
<p><b>C. Planning (8 Points max.)</b>            Green School activities are systematically included as core components of major planning efforts.  <i>Long range visioning and planning significantly strengthen and guide current activities</i></p>	<p>Green School activities are planned by one or two teachers.</p>	<p>Green School goals are developed and implemented at one grade level.</p>	<p>School improvement plan identifies “green” strengths and weaknesses.</p> <p>School planning documents identify measurable, realistic and exciting Green School objectives.</p> <p>e.g., School has formed a school-wide Green Team consisting of teachers, administrators, students, SAC members, parents and community to coordinate the systematic planning and implementation of ongoing and new Green School activities.</p>	<p>School and/or district level plans address Green School goals as a core component. Several year plan exists (and is regularly updated) for implementing Green School activities.</p> <p>e.g., Being a Green School is formally incorporated into the School Improvement Plan. It is a standing agenda item at SAC and/or faculty meetings.</p>
<b>Indicator</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>
<p><b>D. Sharing Success and Lessons Learned (4 points)</b>            This indicator will address how schools share with other schools and the community what they are doing to “green” their school. This indicator emphasizes the importance of communication and networking throughout Palm Beach County and beyond to promote Green Schools</p>	<p>A school’s efforts to become green are known only within the school. School does not communicate with other schools that have been recognized for their efforts.</p> <p>e.g., Morning announcements highlight Green School success stories.</p>	<p>Some temporary signs and other educational displays make the green elements and practices of the school clear to visitors as well as students and school staff.</p>	<p>Results about the school’s Green projects and initiatives are published and shared in many ways and in many places.</p> <p>Schools can document how they have shared with other schools or how they have asked and received help from other schools.</p> <p>e.g., Schools log their success stories onto the “official” Green Schools web site.</p>	<p>Student and faculty presentations/publications about their Green School are given at local, state and/or national conferences.</p> <p>Green School projects and initiatives can be found on the school web site.</p> <p>e.g., Faculty members lead a workshop at “Learn Green: A Green Conference and Expo”.</p>