Eagle Mountain-Saginaw Independent School District

Greenfield Elementary

2023-2024 Improvement Plan

Mission Statement

Encourage a life-long passion for learning through collaboration, communication, and a supportive environment.

Vision

The vision of Greenfield Elementary is to create a safe environment where every student can engage in challenging, integrated, and collaborative learning in order to become respectful, resourceful and responsible citizens.

Motto

Striving for the best, we rise above the rest.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenfield Elementary opened on August 21, 2006 with an enrollment of 589 students in Kindergarten through Fifth grade. We now consistently have an enrollment of over 700 students. We serve students in the Marine Creek Ranch neighborhood as well as the southwest corner of the school district. Greenfield has 1 principal and 1 assistant principal. We have 1 full time counselor. Our campus has 37 regular classroom teachers, 2 special education teachers, and 1 speech teacher. We also have a teacher for Art/Music, PE, and a full-time librarian. We have a full time Literacy Interventionist, Instructional Coach, and Compensatory Math teacher. We have a Gifted and Talented teacher who is here for 2.5 days. We have a Dyslexia Therapist who provides therapy 4 days per week. Special programs include English as a Second Language, Compensatory Math, Dyslexia Therapy, Resource/ Content Mastery, Speech and Gifted/Talented (PACE). We will continue to have our structured SPED unit on campus. This is the first year that our campus will have the Title I designation.

In assessing our needs, we found our priorities to be improving our Tier 1 instruction in all content areas, communicating the importance of consistent attendance, and growth in student population served in special education. It is necessary for us to focus on the needs of students from a variety of cultural and economic backgrounds. We will work to improve our Tier 1 instructional strategies by providing a guaranteed and viable curriculum. We will use Thinking Maps, Continuous Improvement Model/PDSA, goal setting, Fundamental Five, best practices from Marzano and Hattie, backwards design planning and instructional strategies from Lead4Ward and Marcia Tate. We will be using PLCs, backwards design planning, instructional rounds and the CIR rubrics to strengthen our classroom instruction. We are working on strengthening collaboration through our Professional Learning Communities and becoming more effective in analyzing both formative and summative data so that we can better plan for instruction. We are also evaluating our lesson plans using the rigor and relevance framework to plan for Quad D moments. We will use student data folders to monitor progress. Our mission at Greenfield is "to encourage a life-long passion for learning through collaboration, communication, and a supportive environment.

There were 750 students enrolled in the fall of 2018.

White - 45%   Hispanic - 36%   African American - 6%   Asian - 2%

Economically Disadvantaged - 46%   At Risk - 24%   LEP - 5%   SpEd - 5%   Dyslexia - 2%   GT - 11%   Homeless - 2%

This year we started the school year with 760 students (as of August 30, 2019).

2022-2023 School year

686 total Students are currently enrolled

40.52% Hispanic

38.63% White

10.06% Black

47.81% Femail

52.19% Male

5.54% LEP 38 Students

11.52% SpEd 79 Students

Demographics Strengths

We have many students who attend school with us from Kindergarten through 5th grade.

Our population is becoming more diverse.

We have a small, but very supportive group of parents who serve on the PTA and as volunteers on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All students are not experiencing satisfactory growth each year. **Root Cause:** We do not always use our data to prepare for individualized or small group instruction which means that we do not always meet individual student needs.

Student Learning

Student Learning Summary

2020-2021

STAAR Grade 3

Reading 69% (Meets 46% Masters 25% highest in the district for both)

Math 68% (Meets 31% Masters 15% highest in the district for both)

STAAR Grade 4

Reading 73% (Meets 45% and Masters 16% 1st in Meets and 5th in masters)

Math 78%   (Meets 52% Masters 33% 2nd in the district for both)

Writing 65% (Meets 28% Masters 10% 2nd in the district for both)

STAAR Grade 5

Reading - 83% (Meets 54% Masters 30% 4th Meets and 8th Masters)

Math - 87%   (Meets 60% Masters 33% 1st Meets and 3rd Masters)

Science 85% (Meets 52% Masters 23% 2nd in district)

BAS Kinder   72% of students made a year or more growth

BAS 1st   78% of students made a year or more growth

BAS 2nd   71% of students made a year or more growth

2021-2022 STAAR Data

3rd Grade ELAR- 75% 51% Meets 29% Masters

3rd Grade Math- 66% 38% Meets 14% Masters

4th Grade ELAR 79% 56% Meets 33% Masters

4th Grade Math 74% 41% Meets 21% Masters

5th Grade ELAR 90%. 69% Meets 49% Masters

5th Grade Math 85% 50% Meets 27% Masters

5th Grade Science 83% 53% Meets 23% Masters

2021-2022 Data

Kindergarten BAS 61% of students on grade level EOY

1st Grade BAS 59% of students on grade level EOY

2nd Grade BAS 70% of student on grade level EOY

5th Grade ELAR, Math, and Science are very strong in delivering quality Tier 1 instruction.

Student Learning Strengths

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5th Grade ELAR, Math, and Science are very strong in delivering quality Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students across all grade levels are not passing EOY assessments or closing gaps. **Root Cause:** Teachers are not utilizing data to purposefully plan to close achievement gaps and staff has not consistently attended general education PLCs or plannings

School Processes & Programs

School Processes & Programs Summary

Teachers are using the appropriate district scope and sequence for instructional planning.

Teachers will be using MCLASS, iStation, BAS, formative assessments, district common assessments to plan for instruction based on student needs.

Progress of students is frequently monitored.

Teachers are using common formative assessments to obtain data that can be used for instructional planning.

Students are charting their own data and setting goals for improvement.

Most Teachers and students are collaborating on the continuous improvement cycle (PDSA).

Identify and monitor fragile/at risk students.

Using certified teachers as tutors to help close the instructional gaps.

Tier 3 interventions are provided by the Literacy Specialist and the Compensatory Math teacher.

We have weekly leadership team meeting to calibrate instructional rounds, campus events, and growth opportunites.

Celebrating students and teachers monthly.

School Processes & Programs Strengths

Grade level teachers have common PLC time and meeting weekly to review data, plan interventions, and create assessments.

100% of students have data folders/binders and can discuss their goals.

Teachers are familiar with best practices based on the research of Hattie, Marzano, and the rigor/relevance framework.

Teachers are embedding technology in their lessons as a result of the learning from the instructional technologists.

Teachers participate in instructional rounds.

Tutor resources and training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have an abundance of data but we are not using this information to plan purposefully and intentionally to meet individual student needs.

Root Cause: Understanding of information provided and how to use this information to create focused skills based lessons and interventions.

Problem Statement 2 (Prioritized): We did not have a clear understanding of PLC procedures prior to going to the PLC Conference benefit from our time in PLCs.   **Root Cause:** Teachers tend to focus on stating what will be done during the week and not focusing on 1 of the 4 questions and PDAS system.

Problem Statement 3 (Prioritized): Lessons are not planned using backwards design, purposeful questioning, rigor and student choice.   **Root Cause:** We are not using all of the available tools to purposefully and intentionally plan for instruction.

Problem Statement 4 (Prioritized): Our campus does not have clear systems and procedures in place in to monitor instruction, ensure high quality Tier 1 instructional practices are in place, and student are aware of the campus expectations   **Root Cause:** Campus expectations and accountability measures were not clearly articulated and defined.

Perceptions

Perceptions Summary

Collaborative school culture.

Teachers are working in PLCs to improve student achievement and their own teaching practices.

Using PBIS/CHAMPS to provide routines and structure for students and to positively recognize behavior.

Using "caught being respectful, responsible, and safe" Gator tickets to promote expected behaviors schoolwide.

K-5 are using LiiNK and Positive Action.

Working to build strong relationships with our students, parent/guardians and staff.

Lunch with the counselor to recognize positive character displayed by students.

Using social media and email to better communicate with our parents and community.

Working to have a better understanding of the "whole child".

Perceptions Strengths

Staff available and visible to parents.

100% of parents who participated in the parent survey thought our building was clean and well kept and provided a positive place for learning.

Family nights held to encourage parent participation in student learning.

Working to build strong character in our students.

Communicating through social media and email.

Safety drills are practiced regularly.

Promote college and career readiness.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low participation on the annual parent and employee survey. **Root Cause:** Parents and employees do not realize the importance/value of the survey.

Problem Statement 2 (Prioritized): High amount of disciplinary infractions and student behavior **Root Cause:** Lack of systems and positive behavior supports to encourage good student behaviors

Priority Problem Statements

Problem Statement 7: We have an abundance of data but we are not using this information to plan purposefully and intentionally to meet individual student needs.
Root Cause 7: Understanding of information provided and how to use this information to create focused skills based lessons and interventions.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Low participation on the annual parent and employee survey.
Root Cause 8: Parents and employees do not realize the importance/value of the survey.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: High amount of disciplinary infractions and student behavior
Root Cause 9: Lack of systems and positive behavior supports to encourage good student behaviors
Problem Statement 9 Areas: Perceptions

Problem Statement 10: We did not have a clear understanding of PLC procedures prior to going to the PLC Conference benefit from our time in PLCs.
Root Cause 10: Teachers tend to focus on stating what will be done during the week and not focusing on 1 of the 4 questions and PDAS system.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lessons are not planned using backwards design, purposeful questioning, rigor and student choice.
Root Cause 11: We are not using all of the available tools to purposefully and intentionally plan for instruction.
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Our campus does not have clear systems and procedures in place in to monitor instruction, ensure high quality Tier 1 instructional practices are in place, and student are aware of the campus expectations
Root Cause 12: Campus expectations and accountability measures were not clearly articulated and defined.
Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: Greenfield will identify and address academic needs of students who are not meeting district level performance measures for 2023-2024 school year due to the impact of distance learning through small group and Tier 1 instruction

    Evaluation Data Sources: District assessments, universal screeners, diagnostic assessments, classroom walkthroughs.

Strategy 1 Details		Reviews			
Strategy 1: Be purposeful and intentional in small group and utilizing tutors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase mastery on summative assessments.		**Dec**	**Feb**	**Mar**	**June**
Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title 1, Part A - $7,000					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: 85% of all EL students will achieve advanced or advanced high on the overall TELPAS rating.

Evaluation Data Sources: Lesson plans with ELPS
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Front loading vocabulary	**Formative**			**Summative**
Ensuring students are listening, speaking, reading, and writing daily	**Dec**	**Feb**	**Mar**	**June**
Use of sentence starters				
Dictionary skills				
Incorporate ELPS in the lesson plans				
Strategy's Expected Result/Impact: Increased understanding of vocabulary				
Increased ability to listen, speak, read, and write				
Staff Responsible for Monitoring: Mr. Flowers				
Assistant Principal				
Title I:				
2.4, 2.5, 2.6				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: Decrease the number of academically at-risk students by 10%.

Evaluation Data Sources: Benchmarks
BAS
Istation

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will provide daily intervention.	**Formative**			**Summative**
Interventionist will provide daily intervention for Tier 3 At-Risk students. Professional Development when needed	**Dec**	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in numbers of students at-risk due to readiness assessments and STAAR				
Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers				
Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: 100% of Tier 1, 2 and 3 instructional strategies will directly align to identified district best practices.

Evaluation Data Sources: District Common Assessments
Benchmarks
State Accountability Data

Strategy 1 Details		Reviews		
Strategy 1: Teachers will plan using district resources and best practices		**Formative**		**Summative**
Strategy's Expected Result/Impact: High level of rigor and relevance	**Dec**	**Feb**	**Mar**	**June**
Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Math & RLA Coaches Interventionist Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: 100% of teachers will implement EMS ISD MTSS process.

High Priority

Evaluation Data Sources: The MTSS Handbook Training Plan
Monitoring Tools
Care Team Alignment
PLC alignment
Tier instructional identification alignment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track progress of students that are in need of intervention and bring the data to (Care Team) meetings)	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Students needs are met Students will receive instruction to close the gaps Students will receive academic support in areas needed **Staff Responsible for Monitoring:** Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: 100% of Greenfield students will set academic, behavior, and personal/career goals.

Evaluation Data Sources: Data Folders
Campus SMART Goals
Team SMART Goals
Academic Nights
Community Learning Walks

Strategy 1 Details	Reviews			
Strategy 1: Students will create goals and be able to discuss why they chose that goal and strategies they are using to reach goals	**Formative**			**Summative**
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Students are taking ownership of their learning and progress				
Students have the ability to explain data to staff and parents				
Friday classroom discussion and dance party to celebrate goal progress				
Staff Responsible for Monitoring: Mr. Flowers				
Assistant Principal				
Math & RLA Coaches				
Classroom Teachers				
Title I:				
2.4, 2.5, 2.6, 4.1				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: Folders/binders - 211 - Title 1, Part A - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 7: 100% teachers use PBIS, STOIC, CHAMPS, and SEL strategies.

Evaluation Data Sources: referrals for discipline
lesson plans
Number of Gator Affirmations given to students
Gator of Greatness monthly checklist, and Gator Affirmations as character building and focusing on social emotional learning.
Campus wide Pep Rallies.
Each classroom teacher will fully implement CHAMPS

Strategy 1 Details	Reviews			
Strategy 1: To teach character building skills to create well rounded citizens	**Formative**			**Summative**
Pass out green tickets to students being respectful, responsible, and safe (Students will earn a prize) Admin behavior lunch bunch to review desired behaviors	**Dec**	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased referrals More students being respectful and responsible Build Positive character **Staff Responsible for Monitoring:** Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: Greenfield will create a positive environment where 95% of students, staff, and parents feel welcome, supported, respected, and safe.

> **Evaluation Data Sources:** Surveys through the year
> Student leadership committee
> Parent involvement
> Survey Data from K12 Insight of Staff, Parents, Community and Students
> Involvement in Volunteers
> Gator Affirmations
> Gator Counsel
> Parent involvement Nights
> Pep Rallies
> Gator of Greatness

Strategy 1 Details	Reviews			
Strategy 1: Use of Positive Action	**Formative**			**Summative**
Weekly recognition of students following Gator Guidelines CHAMPS Positive referrals Classroom Mission statements Student leadership Junior Counselors Parent Nights Parent University Mentors WatchD.O.G.S. **Strategy's Expected Result/Impact:** Responsible students Decreased number of referrals Positive communication with parents Parents feeling supported and heard Students feeling supported and heard **Staff Responsible for Monitoring:** Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Feb**	**Mar**	**June**
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: Staff will fully understand and implement Schlechty Design Qualities

Evaluation Data Sources: Classroom Engagement
Learning style inventories
Teachers understanding of design qualities
Teachers implement student design qualities

Strategy 1 Details	Reviews			
Strategy 1: Students will be fully engaged and committed to the learning process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will explore and learn new interest	Dec	Feb	Mar	June
Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers **Title I:** 2.4, 2.6				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: 100% teachers will track their progress on their student and professional goals.
100% of students will track progress on all goals.

Evaluation Data Sources: Administrator check-ins
T-TESS

Strategy 1 Details		Reviews		
Strategy 1: Staff and students will take ownership of their growth.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Understanding areas of strength and growth	Dec	Feb	Mar	June
Staff Responsible for Monitoring: All Staff **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: 100% of staff and students will have access to well-being strategies.

Evaluation Data Sources: Counselor and social worker

Strategy 1 Details	Reviews			
Strategy 1: Staff will be proactive and use strategies for their personal well-being.	**Formative**			**Summative**
Students will be proactive and use strategies for their personal well-being. Social Worker will provide lessons on See Something Say Something K-5 Start with Hello Week to promote positive campus culture. Daily positive affirmation reminder	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Decrease in stress Decrease in turnover **Staff Responsible for Monitoring:** Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 5: Greenfield will provide personalized learning opportunities for staff to positively impact student performance.

Evaluation Data Sources: Vertical team agendas
Eduphoria transcripts
Staff meeting agendas
Staff training

Strategy 1 Details	Reviews			
Strategy 1: Campus Principal and Learning Coach will attend Lead4ward training and bring back to the staff Learning Coach will provide on-demand PD based on campus needs	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal Learning Coach				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 6: We will utilize our campus transformation target and pillars to continue our shared focus and work towards becoming a schools transforming learning Campus.

Evaluation Data Sources: Campus Survey's
Instructional Framework implementation
Student academic growth

Strategy 1 Details	Reviews			
Strategy 1: Parent Nights	**Formative**			**Summative**
Newsletters Weekly	**Dec**	**Feb**	**Mar**	**June**
Parent University				
PTA Events				
Mentors				
Welcoming environment				
Community partnerships				
WatchD.O.G.S.				
Strategy's Expected Result/Impact: Community will feel welcome on campus				
Staff Responsible for Monitoring: Mr. Flowers				
Classroom Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of staff and students will follow the District and campus protocols/plan to ensure a safe and secure environment.

Evaluation Data Sources: Drills
Dissemination of information to parents and staff
effectiveness and efficiency of campus drills.
student and parents surveys on safety and security

Strategy 1 Details	Reviews			
Strategy 1: Drills carried out routinely and effectively Publicize when lock down drills are conducted	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Students, parents, and staff will feel safe on campus **Staff Responsible for Monitoring:** Mr. Flowers Mr. Williams District Safety and Security **Title I:** 4.1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 100% of professional staff will communicate through targeted emails, Facebook, phone call, Remind and/or written notes to improve relationships.

Evaluation Data Sources: Surveys
Documentation of positive parent communication
Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Improve communication with parents/guardians through the use of email, APP, and social media. Timely and helpful feedback with regards to school work.	**Formative**			**Summative**
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Improved communication and relationships with parents. **Staff Responsible for Monitoring:** Mr. Flowers Mrs. Castro All professional Staff **Title I:** 2.6, 4.1 - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 3: Administrators will ensure processes are aligned, reviewed, and communicated systematically.

Evaluation Data Sources: Survey
Monthly campus newsletters
Weekly Campus communication (looking ahead emails)
Utilization of TEAMs drive to organize campus systems
Master Scheduling
PLCs
Master Planning Document

Strategy 1 Details		Reviews			
Strategy 1: Meet with leadership team to make adjustments Information housed in Greenfield OneNote		**Formative**			**Summative**
Strategy's Expected Result/Impact: Aligned **Staff Responsible for Monitoring:** Mr. Flowers Assistant Principal Counselor **Title I:** 2.4, 2.5, 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Dec**	**Feb**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 4: 100% of teachers will use CHAMPS and class meeting/restorative circles to provide students an opportunity to share concerns and build relationships.

Evaluation Data Sources: Walk throughs
Referral data
Decrease in students behaviors
Implementation of PBIS systems

Strategy 1 Details	Reviews			
Strategy 1: Plan time to ensure student voice is heard and time to share	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease reports of bullying	**Dec**	**Feb**	**Mar**	**June**
Increase in feeling care for and supported Building a positive learning environment Student Kiva Circles **Staff Responsible for Monitoring:** Mr. Flowers Mr. Williams Counselor Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 5: Our campus will have a 95% attendance rate.

    Evaluation Data Sources: Attendance reports
    Student incentives practices
    student surveys
    Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Weekly classroom attendance checks	**Formative**			**Summative**
Teachers will call after 3 consecutive days of being absent Social worker will call after 7 absences	**Dec**	**Feb**	**Mar**	**June**
Principal will call when there are 7 unexcused absences Truancy letters Teacher incentive for perfect attendance				
Strategy's Expected Result/Impact: Improved student attendance Improved student academics				

Staff Responsible for Monitoring: Mr. Flowers
  Assistant Principal
  Counselor
  Math & RLA Coaches
  SSA Coach
  Interventionist
  Classroom Teachers				

Title I:
  2.4, 2.5, 2.6, 4.1, 4.2
  - ESF Levers:
  Lever 3: Positive School Culture				

      0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: EXCELLENCE IN ACADEMICS: Objective: EMS ISD will create a system of support, Pre-K through 12, to maximize student potential.
Strategy 1.1: Develop a system to foster an environment of engaging and challenging learning while maintaining high expectations and accountability.

How: We will develop campus systems and expectations that ensure students and teachers are in a mindset on continuous improvement. We will utilize instructional coaching rounds, campus formal and informal walkthroughs, and PLCs. The Greenfield leadership team has set a goal of at least 200 campus walk throughs.

Performance Objective 1: We ensure our campus is utilizing district curriculum, engaged in high quality Tier 1 instructional practices, and conducing PLCs with fidelity.

    Evaluation Data Sources: Campus walkthrough data
Instructional data (GR, DCA's, Interim assessments.)

Strategy 1 Details		Reviews		
Strategy 1: Increased focus on instructional outcomes for students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: we will see improvement campus instruction resulting in a schools transforming learning campus and a model school.	**Dec**	**Feb**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: EXCELLENCE IN ACADEMICS: Objective: EMS ISD will create a system of support, Pre-K through 12, to maximize student potential.
Strategy 1.1: Develop a system to foster an environment of engaging and challenging learning while maintaining high expectations and accountability.

How: We will develop campus systems and expectations that ensure students and teachers are in a mindset on continuous improvement. We will utilize instructional coaching rounds, campus formal and informal walkthroughs, and PLCs. The Greenfield leadership team has set a goal of at least 200 campus walk throughs.

Performance Objective 2: We will use a campus wide data tracking system to ensure vertically alignment across all subjects and grade levels.

High Priority

Evaluation Data Sources: Vertical PLCs
Data tracking dashboard
Walk throughs
Lesson Plans

Goal 4: EXCELLENCE IN ACADEMICS: Objective: EMS ISD will create a system of support, Pre-K through 12, to maximize student potential.
Strategy 1.1: Develop a system to foster an environment of engaging and challenging learning while maintaining high expectations and accountability.

How: We will develop campus systems and expectations that ensure students and teachers are in a mindset on continuous improvement. We will utilize instructional coaching rounds, campus formal and informal walkthroughs, and PLCs. The Greenfield leadership team has set a goal of at least 200 campus walk throughs.

Performance Objective 3: K-2 will utilize mClass progress monitoring, running records, and Guided Reading instructional rounds to ensure students are making adequate progress towards reading on grade level.

> **High Priority**
>
> **Evaluation Data Sources:** Guided reading Rounds
> Instructional Rounds
> mClass data PLCs
> running records fidelity checks

State Compensatory

Personnel for Greenfield Elementary

Name	Position	FTE
Cheyenne McMillin	Literacy Intervention	NaN
Heather Nelson	Math Intervention	NaN

Title I Personnel

Name	Position	Program	FTE
Brandi Jewett	Literacy Interventionist	Title I	Full Time
Heather Nelson	Math Interventionist	Title I	Full Time
Veronica Anderson	Title I Instructional Coach	Title I	Full Time

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Darius Flowers	Principal
Administrator	Lisa Castro	AP
Classroom Teacher	Jenny Bailey	Kinder Teacher
Classroom Teacher	Erica Morales	1st Grade Teacher
Classroom Teacher	Jane Shoenfeld	2nd Grade Teacher
Classroom Teacher	Olivia Mueller	3rd Grade Teacher
Classroom Teacher	Brittany Allison	4th Grade Teacher
Classroom Teacher	Erin Taylor	5th Grade Teacher
Counselor	Krisann Stegall	Counselor
Community Representative	Kristin Autry	Community Member
Literacy Interventionist	Monica Padilla	Literacy
Non-classroom Professional	Heather Nelson	Math Intervention
Paraprofessional	Ginger Dale	PE
Special Education Teacher	Kelsey Smith	Sped Teacher
Title I Instructional Coach	Veronica Anderson	Title I Coach
Business Representative	Melissa VanBrunt	Business owner
Parent	Kim Densmore	Parent
Librarian	Casey Allsbrooks	Librarian

Campus Funding Summary

211 - Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$7,000.00
1	6	1	Folders/binders		$2,000.00
				Sub-Total	$9,000.00