

Eagle Mountain-Saginaw Independent School District

Greenfield Elementary

2020-2021 Campus 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, 3 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).

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

2018-2019

Received a "B" 89% rating from TEA and 6 distinctions in the following areas: Academic Achievement-ELAR Academic, Achievement Math, Academic Achievement Science, Comparative Academic Growth, Comparative Closing the Gap, and Post Secondary Readiness

STAAR Grade 3 Reading 81% Math 83%

STAAR Grade 4 Reading 70% Math 86% Writing 64%

STAAR Grade 5 Cumulative Reading - 95% Cumulative Math - 97% Science 92%

BAS Kinder Approaches, Meets, & Exceeds: 91% Meets and Exceeds: 76% Did Not Meet: 9%

BAS 1st Approaches, Meets, & Exceeds: 92% Meets and Exceeds: 86% Did Not Meet: 8%

BAS 2nd Approaches, Meets, & Exceeds: 90% Meets and Exceeds: 89% Did Not Meet: 10%

Student Learning Strengths

STAAR Math grades 3rd, 4th and 5th district performance target of 80%.

STAAR Reading grade 3rd and 5th district performance target of 80%.

STAAR Science grade 5 exceeded the district performance target of 80%.

STAAR Math Masters 3rd: 30% 4th: 41% 5th: 53%

STAAR Science Masters 5th: 50%

STAAR Reading Masters 3rd: 31% 4th: 16% 5th: 39%

Received a "B" 89% rating from TEA and 6 distinctions in the following areas: Academic Achievement-ELAR Academic, Achievement Math, Academic Achievement Science, Comparative Academic Growth, Comparative Closing the Gap, and Post Secondary Readiness

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 iStation, DRA, eStar/MStar, 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.

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

Identify and monitor fragile/at risk students.

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

Teachers are using Lead4Ward strategies as well as suggestions for music and movement learned with Marcia Tate.

School Processes & Programs Strengths

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

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

Teachers are beginning to embed technology in their lessons as a result of the learning from the instructional technologists and the information contained in "Bold School".

Teachers participate in instructional rounds.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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.

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-4 are using LiiNK and Positive Action.

5 is using Second Step for character education.

Working to build strong relationships with our students 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: Low participation on the annual parent and employee survey. **Root Cause:** Parents and employees do not realize the importance/value of the survey.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dyslexia Data

Employee Data

- 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

Goals





Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: Increase the percentage of all students, including Special Education students as well as all student groups, who achieve "Meets" and "Masters" performance on all STAAR tests by 10% Meets and 5%+ Masters.

Targeted or ESF High Priority

Evaluation Data Sources: End of year STAAR results

Summative Evaluation: None

<p>Strategy 1: Determine outcomes (learning targets) based on grade level TEKS.</p> <p>Utilize strategies and research based practices in all state tested subject areas.</p> <p>Be purposeful and intentional in our use of tools which include technology.</p> <p>Be purposeful and intentional with our planning and questioning as we create lessons with rigor and relevance.</p> <p>Special Education teachers will push in classrooms when possible.</p> <p>Tier 1 modeling and coaching</p> <p>Tier 3 Math, Reading, and Writing Intervention</p> <p>Professional Development when needed</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Focused lessons 2. Intentional and purposeful use of technology 3. Increased learner engagement 4. Increased mastery on summative assessments, DCAs, BAS, Istation, MStar, EStar, and STAAR 5. Provide supported planning time during the school day. <p>Staff Responsible for Monitoring: Ramsey/Holz Instructional Coach, Jill Jones</p> <p>Classroom observation</p> <p>Planning session and weekly PLCs</p> <p>Lesson plans</p> <p>Formative and summative assessment data</p> <p>Instructional rounds</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Planning and Tier 1 Modeling/coaching - 211 - Title 1, Part A - \$7,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: Increase the percentage of students who meet or exceed the district expectations for EOY BAS (Reading) by 5% in grades K-5.

Targeted or ESF High Priority

Evaluation Data Sources: End of year BAS results

Summative Evaluation: None

<p>Strategy 1: Use purposeful and intentional planning to provide appropriate guided reading instruction to strengthen individual reading development</p> <p>Use the Fountas and Pinnell materials, LLI kits, benchmark assessment system (BAS) for progress monitoring.</p> <p>BAS testing for all students K-5 beginning, middle, and end of the year.</p> <p>Implement Readers and Writers Workshop with Guided Reading and skills groups Tier 2 Literacy Footprints</p> <p>Professional Development when needed</p> <p>Strategy's Expected Result/Impact: Each student will make a year or more progress</p> <p>Staff Responsible for Monitoring: Ramsey, Holz, Jones, and McMillin</p> <p>Classroom observation</p> <p>Planning sessions and weekly PLCs</p> <p>Review student data folders to monitor individual progress</p> <p>MOY and EOY assessments</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Planning and Tier 1 Modeling/Coaching - 211 - Title 1, Part A - \$7,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 3: 85% of EL students will achieve advanced or advanced high in overall rating of TELPAS.

2018-2019 50%

2019-2020 81%


Targeted or ESF High Priority


Evaluation Data Sources: End of year TELPAS report.

Summative Evaluation: None

<p>Strategy 1: Front loading of vocabulary and ensuring that students are listening, speaking, reading and writing daily in all content areas.</p> <p>Frequent instruction on the use of dictionaries at 2nd-5th grade levels.</p> <p>Use sentence stems to assist in speaking and writing.</p> <p>Practice listening, speaking, and reading using technology.</p> <p>Incorporate ELPS in lesson plans.</p> <p>Utilize district EL personnel.</p> <p>Professional Development when needed</p> <p>Strategy's Expected Result/Impact: Increased understanding of vocabulary by EL students.</p> <p>Students will be able to have a better understanding of listening, speaking, reading, and writing using the English language.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz</p> <p>Classroom observation</p> <p>Student data folder checks and conversation with students</p> <p>End of year TELPAS results</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 4: 100% of students will keep track of and analyze their personal results through the use of data folders.

Evaluation Data Sources: Student data folders

Summative Evaluation: None





<p>Strategy 1: Each grade level will develop common grade level goals (based on TEKS and PDSA) for tracking student progress.</p> <p>Students will regularly chart and discuss their personal data and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction.</p> <p>Improved student success.</p> <p>Staff Responsible for Monitoring: Classroom Teachers/Ramsey/Holz/Students</p> <p>Frequent checks and discussion of student progress with individual students.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 5: Decrease the number of academically at-risk students by 10%.

Evaluation Data Sources: PEIMS information

Summative Evaluation: None

<p>Strategy 1: Classroom teachers will provide daily intervention in reading and math for students identified as Tier 2 on iStation, BAS, and guided reading assessments.</p> <p>Interventionists will provide daily intervention in reading and math for students identified as Tier 3 or who meet the At Risk criteria.</p> <p>Implementing Readers, Writers, and Math Workshop model K-5</p> <p>Guided Reading, Skills Base Grouping, and Guided Math instruction</p> <p>Professional development when needed</p> <p>Strategy's Expected Result/Impact: Decrease in number of students at risk</p> <p>Staff Responsible for Monitoring: Ramsey/Holz/ Nelson/McMillin</p> <p>Classroom observation</p> <p>Data analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 1: Student and teacher attendance for the year will meet the target goal of 96.5%. Increase of .2%

Targeted or ESF High Priority

Evaluation Data Sources: Six week attendance reports, PEIMS information

Summative Evaluation: None





<p>Strategy 1: Weekly classroom attendance checks.</p> <p>Teachers make email or phone calls to parents after 3 consecutive absences.</p> <p>Principal will call when students have 7 or more unexcused absences.</p> <p>Truancy letters.</p> <p>Counselor will meet with students who have 6 unexcused or 10 excused absences.</p> <p>Teacher incentives for perfect attendance each 6 weeks</p> <p>Strategy's Expected Result/Impact: Improved student attendance.</p> <p>Improved academic performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers/ Holz/Sanchez</p> <p>PEIMS/Skyward data.</p> <p>Teachers and administration address attendance concerns.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Incentives for staff and students - 199 - General Fund - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 2: 100% of teachers will meet weekly for the purpose of instructional backwards design planning and data analysis in PLCs.

Evaluation Data Sources: Meeting notes

Summative Evaluation: None





<p>Strategy 1: Weekly PLC meetings by grade level.</p> <p>Teacher attendance at grade level CLCs facilitated by curriculum specialists.</p> <p>Vertical team meetings with a purposeful agenda</p> <p>Extending planning and/or PLC time 3 to 4 times a year</p> <p>Backwards design planning submitted for Reading K& 1 Reading & Math 2 & 3 Math, Reading, ELA (4) & Science 4 & 5</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction.</p> <p>Cross curricular alignment.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz</p> <p>PLC notes</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Planning/PLC - 211 - Title 1, Part A - \$7,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 3: 100% of all professional staff will communicate weekly with parents through email, social media, phone calls, or written notes.

Evaluation Data Sources: Documentation of parent communication.

Summative Evaluation: None

<p>Strategy 1: Improve communication with parents through the use of social media and email.</p> <p>Timely and helpful feedback to parents with regards to school work.</p> <p>Schedule virtual conferences with parents.</p> <p>Strategy's Expected Result/Impact: Improved parent/teacher communication.</p> <p>Builds relationships and student performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers/Ramsey/Holz</p> <p>Viewing of social media posts.</p> <p>Documentation of parent conferences.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 1: Create a positive environment where 95% of the students and staff feel supported, respected, and safe.





Targeted or ESF High Priority

Evaluation Data Sources: Decrease discipline referrals, PEIMS information, parent, student, and staff surveys, and observation

Summative Evaluation: None

<p>Strategy 1: Use Positive Action and Second Step for lessons in social/emotional learning.</p> <p>Weekly recognition of students who follow the Gator Guidelines (respectful, responsible, safe).</p> <p>Use PBIS and CHAMPS for classroom and school-wide behavioral expectations.</p> <p>Positive referrals and phone calls to parents.</p> <p>Classrooms will create class mission statements.</p> <p>Monthly character recognition (Gators of Greatness)</p> <p>Strategy's Expected Result/Impact: Responsible students.</p> <p>Decreased number of discipline referrals.</p> <p>Positive communication with parents.</p> <p>Safe and secure schools</p> <p>Staff Responsible for Monitoring: Classroom Teachers/ Ramsey/Holz</p> <p>Classroom observation.</p> <p>Mission statements will be displayed.</p> <p>Monitor discipline referrals.</p> <p>Phone calls home.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

<p>Strategy 2: Class meetings or restorative circles to provide students with an opportunity to share their concerns and build relationships with each other in-person and remote.</p> <p>Daily reminders of expectations for student behavior (CHAMPS).</p> <p>Classroom guidance lessons to address campus/classroom needs (example: bullying and social emotional needs)</p> <p>Counselor will hold a virtual parent information night in the fall to address cyber bullying.</p> <p>Strategy's Expected Result/Impact: Respectful and Responsible students.</p> <p>Decreased reports of bullying.</p> <p>Staff Responsible for Monitoring: Classroom Teachers/ Ramsey/Holz/ Stegall</p> <p>Monitor verbal and written reports of bullying.</p> <p>Classroom observation.</p> <p>Active monitoring of common areas and playground.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Funding Sources: Program Snacks - 211 - Title 1, Part A - \$500</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Training and information provided to staff, students and parents concerning the safety and security procedures on campus.</p> <p>Drills are carried out routinely and effectively and publicized when a lock down drill is conducted.</p> <p>Parent and teachers are trained with the I Love You Guys Foundation information and Crisis Go</p> <p>Strategy's Expected Result/Impact: Safe and secure learning environment.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz</p> <p>Director of Safety and Security.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

<p>Strategy 4: Weekly Celebrations in Staff Newsletter.</p> <p>Opportunities for parents to recognize staff members with Gator Praise.</p> <p>Positive notes to staff.</p> <p>Recognition board for peers</p> <p>Opportunities for celebration during weekly staff meetings.</p> <p>Regularly scheduled meetings for campus leadership team to address needs and concerns.</p> <p>Staff incentives</p> <p>Strategy's Expected Result/Impact: Improved school culture and climate.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz</p> <p>Meetings</p> <p>Staff gatherings</p> <p>Newsletter</p> <p>Notes</p> <p>Funding Sources: Materials and Snacks - 199 - General Fund - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 5: Weekly positive phone calls home by administrators.</p> <p>Provide parent education nights based on the needs of the school.</p> <p>Strategy's Expected Result/Impact: Build relationships and connections between home and school.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz/ Stegall</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Materials and Food - 211 - Title 1, Part A - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 2: Provide weekly opportunities to improve the mental and physical health of all our students and staff.

Evaluation Data Sources: Attendance, LiiNK data, clinic information, Fitnessgram, district health incentives, and articles from counselor

Summative Evaluation: None

<p>Strategy 1: Participation in the LiiNK program in K-4.</p> <p>Daily recess for 5th grades.</p> <p>Active monitoring by the teachers during recess periods.</p> <p>PE classes twice a week.</p> <p>Promoting a healthy lifestyle as a Blue Zone school.</p> <p>Opportunities to participate in family physical activities such as the Walking School Bus and Ride Your Bike to school days.</p> <p>Yearly Gator Run and Field Day.</p> <p>Opportunities to participate in after school athletic activities.</p> <p>Offer choices for physical activity during weekly clubs.</p> <p>PE Minutes (110 in PE, 20 Go Noodle, and 5 Friday Dance Party = 135)</p> <p>Encourage staff to exercise self care.</p> <p>Guidance lessons on SEL</p> <p>Parent Involvement/training based on SEL</p> <p>Staff celebrations and appreciation.</p> <p>Strategy's Expected Result/Impact: Improved student health.</p> <p>Improved healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Ramsey/Holz/ PE Coach and para/Liink staff</p> <p>LiiNK data</p> <p>Observation</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Awards - 199 - General Fund - \$800</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 3: Provide opportunities 4 or more times per year, for all stakeholders to feel their voice is heard.

Evaluation Data Sources: Teacher survey, parent survey, and student survey

Summative Evaluation: None

<p>Strategy 1: Discuss the survey and tie it to a school night.</p> <p>Create a student advisory.</p> <p>Pow Wow with the Principal.</p> <p>Strategy's Expected Result/Impact: 95% of those that complete the survey will feel their voice is heard and opinions are valued.</p> <p>Increase the number of parents that complete the survey by 50%</p> <p>Staff Responsible for Monitoring: Ramsey & Holz</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Greenfield Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheyenne McMillin	Literacy Intervention	Literacy Intervention	Full Time
Heather Nelson	Math Intervention	Compensatory Math	Full time

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was created during our INSPIRE data review on July 27th. All professional staff members were invited to participate in the data dig. After analyzing the data from Kinder-5th grade, plus the Employee Engagement and Parent Engagement Surveys, a list of strengths and areas of improvement were drafted. The Comprehensive Needs Assessment was reviewed and approved on August 8th. All professional staff members reviewed the document, adding missing components. Once adjusted the Comprehensive Needs Assessment was approved.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed alongside the Comprehensive Needs Assessment at INSPIRE on July 27th. As the data was reviewed, a list of "Keep/Discard/Add" was created. The elements in the CIP were taken from the "Keep" and "Add" components brainstormed collectively as a staff. The CIP was reviewed by the committee and placed in OneNote on October 12, 2020.

The Campus Improvement Plan was approved by the Site-Based Committee on October 12, 2020. Parents, community members, and local business members were in attendance.

2.2: Regular monitoring and revision

The plan is to formally review the CIP between November 18-22, 2020, January 20-24, 2021, April 20-24, 2021, and June 22-26, 2021.

2.3: Available to parents and community in an understandable format and language

There is a hard copy of the Comprehensive Needs Assessment and Campus Improvement Plan in the front office.

Staff members have access to the CNA and CIP on OneNote and a copy is visible in the Principal and AP offices.

2.4: Opportunities for all children to meet State standards

All students are have access to the state student expectations and the scope and sequence designated by the district. All 504, EL, RtI, and Special Education students have access to the same curriculum and individual needs are met with accommodations and/or modifications deemed necessary in the individual plans.

2.5: Increased learning time and well-rounded education

Our teachers teach the whole child academic, behavior, and social emotional. Students receive Tier 2 or 3 assistance when necessary. Subjects are integrated when possible.

2.6: Address needs of all students, particularly at-risk

Student progress is reviewed at PLC meetings and staff determines what is needed for those that are not meeting expectation and those that have.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent & Family Engagement Policy was reviewed, edited, and approved at the Annual Title I Meeting on September 3, 2020. The policy is also posted on the Greenfield Website and hard copies in the office.

3.2: Offer flexible number of parent involvement meetings

August 13, 2020 Virtual Meet the Teacher

August 18, 2020 Grade Level Drive Thru to See Your Teacher

September 3, 2020 Parent Questions with the Principal And Title I Meeting

October 21, 2020 Principal Questions and review survey

October 28, 2020 Monster Math & Trunk or Treat

November 11, 2020 Veteran's Day Celebration

December 3, 2020 Stories with Santa & Reading Night (??)

January 14, 2020 Begin Parent University (Virtual)

January 27, 2020 Parent Questions and review survey

March 5, 2020 Family Learning Night and Student Data Review

April 7th Principal Questions and Survey

April 22, 2020 Earth Day Extravaganza and Popsicle with the Principal

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jill Jones	Title I Instructional Coach	Title I	Full Time

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kelly Ramsey	Principal
Administrator	Terrilin Holz	AP
Classroom Teacher	Natalie Argumaniz	Kinder Teacher
Classroom Teacher	Cathye Parsons	1st Grade Teacher
Classroom Teacher	Kim Ashley	2nd Grade Teacher
Classroom Teacher	Olivia Mueller	3rd Grade Teacher
Classroom Teacher	Robin Waggoner	4th Grade Teacher
Classroom Teacher	Erin Taylor	5th Grade Teacher
Counselor	Krisann Stegall	Counselor
Community Representative	Sarah Escamilla	Realtor
Literacy Interventionist	Cheyenne McMillin	Literacy
Non-classroom Professional	Heather Nelson	Math Intervention
Paraprofessional	Lauren Helms	Computer
Special Education Teacher	Christy Fichter	Sped Teacher
Title I Instructional Coach	Jill Jones	Title I Coach
Business Representative	Robbie Werner	Business owner
Parent	Kim Densmore	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Incentives for staff and students		\$2,000.00
3	1	4	Materials and Snacks		\$3,000.00
3	2	1	Awards		\$800.00
Sub-Total					\$5,800.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning and Tier 1 Modeling/coaching		\$7,000.00
1	2	1	Planning and Tier 1 Modeling/Coaching		\$7,000.00
2	2	1	Planning/PLC		\$7,000.00
3	1	2	Program Snacks		\$500.00
3	1	5	Materials and Food		\$3,000.00
Sub-Total					\$24,500.00
Grand Total					\$30,300.00

Addendums



GFES RISE PRESENTATION QUESTIONS

Celebrations-

Strong relationships with students, parents, and community

Teacher leadership team with willingness to share

1st student leadership group

School surveys showed 94% of teachers felt valued and appreciated

School survey showed 92% of parents felt valued and welcome

Positive new drop off and pick up procedures

Amazing PTA and teacher attendance at events

Easy transition to new admin team

New ELAR adoption was accepted and executed well

81% of our EL students were Advanced or Advanced High

Challenges-

COVID-19 remote learning

Number of 504s the counselor must lead

Large number of students with various needs

1 Nurse, 1 Counselor, and 1 AP

New admin staff with changes (new procedures, culture, new organization)

Many new staff members

What performance objectives and strategies did you add this year?

GOAL 1-

STRATEGY 1 under PERFORMANCE OBJECTIVE 2

BAS testing of all students at the beginning and end of the school year.

Teachers utilize Literacy Footprints for Tier 2 instruction (Reading)

PERFORMANCE OBJECTIVE 3

Changed the number of EI student that will achieve advanced or advanced high from 60% to 85% (2019-2020 81%)

STRATEGY 1 PERFORMANCE OBJ 5

Implementing Readers, Writers, and Math Workshop K-5 not just K-2

PERFORMANCE OBJECTIVE 5

Student data will be tracked and analyzed using data folders and goal setting for both in person and remote learners.

GOAL 2-

STRATEGY 1 PERFORMANCE OBJECTIVE 1

Principal or Assistance Principal will call when a student has 7 or more unexpected absences

Took out perfect attendance for students and family drawing

PERFORMANCE OBJECTIVE 2

Added 100% of teachers will meet weekly for the purpose of instructional backwards design planning and analysis in PLCs.

PERFORMANCE OBJECTIVE 3

Added schedule virtual conferences with parents.

GOAL 3-

STRATEGY 1 PERFORMANCE OBJECTIVE 1

Monthly character recognition is called Gators of Greatness

PERFORMANCE OBJECTIVE 2

Provide weekly opportunities to improve the mental and physical health of all our students and staff.

STRATEGY 2 PERFORMANCE OBJECTIVE 1

Class meetings or restorative circles to provide students with an opportunity to share their concerns and build relationships with each other in-person or remote.

Classroom guidance lessons to address campus and classroom needs (ie: bullying and SEL learning)

Counselor will hold a virtual parent information night to address cyber bullying.

Guidance lessons on social emotional learning

PERFORMANCE OBJECTIVE 3

Provide 4 or more yearly opportunities for all stakeholders to feel their voice is heard.

What additional support do you need?

Continued support from SPED, Technology interventionist, and curriculum.

Look at additional paraprofessional for SPED/Resource

Possibility of a part-time admin to do 504s, LPACs, and testing

Nurse aide

Continued central admin support and grace