Eagle Mountain-Saginaw Independent School District

Greenfield Elementary

2022-2023 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, 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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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: 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-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: 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: 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

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 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)
- 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 2021-2022 school year due to the impact of distance learning through small group and tutoring.

Evaluation Data Sources: District assessments, universal screeners, diagnostic assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Be purposeful and intentional in small group and utilizing tutors.	**Formative**		
Strategy's Expected Result/Impact: Increase mastery on summative assessments.	Dec	Mar	June
Staff Responsible for Monitoring: Ramsey Castro Anderson Jewett Nelson Classroom Teachers Tutors **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, 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: There will be an increase in 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.
There will be a 10% increase of K-2 students that meet or exceed expectations on BAS EOY.

    Evaluation Data Sources: STAAR, Benchmarks, Istation, BAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Learning Targets based on TEKS	**Formative**		
Backward design planning	**Dec**	**Mar**	**June**
Purposeful and intentional with vocabulary and higher level questioning			
Purposeful differentiation and small group instruction			
Use of Tier 2 and Tier 3 intervention materials			

Strategy's Expected Result/Impact: Focused lessons
    Increased learner engagement
    Increased mastery
    Support during planning
    Purposeful feedback and acknowledgment from walk throughs
    Staff Responsible for Monitoring: Ramsey
    Castro
    Anderson
 	
    Title I:
    2.4, 2.5, 2.6
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: Substitutes and tutors - 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 3: 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	Formative Reviews		
Strategy 1: Front loading vocabulary	**Formative**		
Ensuring students are listening, speaking, reading, and writing daily Use of sentence starters	**Dec**	**Mar**	**June**
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: Ramsey Castro			

Title I:
    2.4, 2.5, 2.6
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum,
    Lever 5: Effective Instruction			

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

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Performance Objective 4: Decrease the number of academically at-risk students by 10%.

Evaluation Data Sources: Benchmarks
BAS
Istation

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom teachers will provide daily intervention.	**Formative**		
Interventionist will provide daily intervention for Tier 3 At-Risk students. Professional Development when needed	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in numbers of students at-risk due to readiness assessments and STAAR **Staff Responsible for Monitoring:** Ramsey Castro Anderson Jewett Nelson Stegall **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, 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 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	Formative Reviews		
Strategy 1: Teachers will plan using district resources and best practices	**Formative**		
Strategy's Expected Result/Impact: High level of rigor and relevance	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Ramsey Castro Anderson Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, 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 teachers will implement EMS ISD MTSS process.

Evaluation Data Sources: The MTSS Handbook Training Plan
Monitoring Tools

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will track progress of students that are in need of intervention and bring the data to Kid Talk (Care Team) meetings)	**Formative**		
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	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Ramsey Castro Anderson Jewett Nelson Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, 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 7: 100% of Greenfield students will set academic, behavior, and personal/career goals.

Evaluation Data Sources: Data Folders

Strategy 1 Details		Formative 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**		
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:** Ramsey Castro Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Folders/binders - 211 - Title 1, Part A - $2,000		**Dec**	**Mar**	**June**
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 8: 100% of staff will help implement strategies that promote healthy staff and student physical and mental health through assistance from our counselor and social worker.

Evaluation Data Sources: Classroom lessons
Groups
Surveys

| Strategy 1 Details	Formative Reviews		
Strategy 1: Students and teachers will use strategies to support with SEL	**Formative**		
Counselor will provide guidance lessons in every classroom monthly	**Dec**	**Mar**	**June**
Counselor and Social worker will provide targeted small group guidance			
SEL Committee will monitor and make recommendations based on XSEL data, as well as other screeners.			
Strategy's Expected Result/Impact: Decrease in stress			
Decrease in undesired behavior			
Increase self esteem			
Increase the feeling of acceptance and belonging			
Staff Responsible for Monitoring: Ramsey			
Castro			
Stegall			
Strawbridge			
Classroom Teachers			
Title I:			
2.4, 2.5, 2.6			
- **ESF Levers:**			
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

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 9: 100% teachers will use positive action, Gator of Greatness monthly checklist, and Green gator Tickets as character building and focusing on social emotional learning.

Evaluation Data Sources: referrals for discipline
lesson plans
# of tickets turned in

Strategy 1 Details	Formative Reviews		
Strategy 1: To teach character building skills to create well rounded citizens	**Formative**		
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**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased referrals More students being respectful and responsible Build Positive character **Staff Responsible for Monitoring:** Ramsey Castro Counselor Social Worker 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of Positive Action	**Formative**		
Weekly recognition of students following Gator Guidelines CHAMPS	**Dec**	**Mar**	**June**
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:** Ramsey Castro **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
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: Teachers will design and implement clubs for Fridays and after school to build student interest.

Evaluation Data Sources: List of clubs
Sign-in sheets
Student survey

Strategy 1 Details		Formative Reviews		
Strategy 1: Students will get to choose clubs to go with their interest		**Formative**		
Strategy's Expected Result/Impact: Students will explore and learn new interest		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Ramsey				
Castro				
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			Formative Reviews		
Strategy 1: Staff and students will take ownership of their growth.			**Formative**		
Strategy's Expected Result/Impact: Understanding areas of strength and growth			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: All Staff **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, 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	Formative Reviews		
Strategy 1: Staff will be proactive and use strategies for their personal well-being. 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 **Strategy's Expected Result/Impact:** Decrease in stress Decrease in turnover **Staff Responsible for Monitoring:** Ramsey Castro Counselor Social Worker	**Formative**		
	Dec	**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 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	Formative 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**		
	Dec	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: Improve engagement between the community and campus

Evaluation Data Sources: Survey
Attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent Nights	**Formative**		
Newsletters Weekly	**Dec**	**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: Ramsey			
Parents			
Staff			
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
Crisis Go

Strategy 1 Details	Formative Reviews		
Strategy 1: Drills carried out routinely and effectively	**Formative**		
Publicize when lock down drills are conducted Parents and teachers trained on the I Love You Guys Foundation	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students, parents, and staff will feel safe on campus **Staff Responsible for Monitoring:** Ramsey Castro 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, DOJO, Facebook, phone call, Remind and/or written notes to improve relationships.

    Evaluation Data Sources: Surveys

Strategy 1 Details	Formative 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.
    Strategy's Expected Result/Impact: Improved communication and relationships with parents.
    Staff Responsible for Monitoring: Ramsey
Castro
All professional Staff
 	
    Title I:
2.6, 4.1
 - ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Dec	**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 3: Administrators will ensure processes are aligned, reviewed, and communicated systematically.

Evaluation Data Sources: Survey
Sign off for OneNote

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with leadership team to make adjustments	**Formative**		
Information housed in Greenfield OneNote	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Aligned			
Staff Responsible for Monitoring: Ramsey			
Castro			
Leadership Team			
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 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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
Referrals

Strategy 1 Details		Formative Reviews		
Strategy 1: Plan time to ensure student voice is heard and time to share		**Formative**		
Strategy's Expected Result/Impact: Decrease reports of bullying Increase in feeling care for and supported Building a positive learning environment		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Ramsey Castro Counselor Classroom Teachers				
Title I: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly classroom attendance checks	**Formative**		
Teachers will call after 3 consecutive days of being absent	**Dec**	**Mar**	**June**
Social worker will call after 7 absences			
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: Ramsey			
Forbes			
Strawbridge			
Classroom Teachers			
Title I:			
2.4, 2.5, 2.6, 4.1, 4.2			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, 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. Greenfield has set a goal of least 200 campus walk throughs.

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

Plan Notes

9/20/21 CPAC Committee reviewed and made changes to the CIP. Committee in agreement to make changes and meet to review the progress in November or December.

2022-2023 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	2	1	Substitutes and tutors		$7,000.00
1	7	1	Folders/binders		$2,000.00
				Sub-Total	$16,000.00