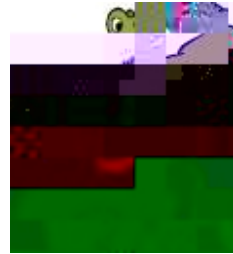


Eagle Mountain-Saginaw Independent School District

Greenfield Elementary

2023-2024 Improvement Plan



Mission Statement

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

Vision

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Comprehensive Needs Assessment

Demographics

Student Learning

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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

40.52% Hispanic

38.63% White

10.06% Black

47.81% Female

52.19% Male

5.54% LEP 38 Students

11.52% SpEd 79 Students

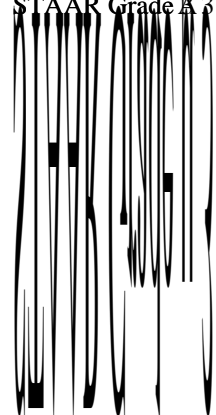
Demographics Strengths

Student Learning

Student Learning Summary

2020-2021

STAAR Grade 3



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

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

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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 opportunities.

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 2 M M M

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.

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

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

Student Data: Behavior and Other Indicators

- Attendance data

Goal 1: GZEGNNGPEG"KP"CECFGOKEU<"Yg"yknn"rtqxf"sgwcnkv{"vkg"tgf"kp"vwtwevkqp"cpf"u{uv"go cvke"kp"vgtxg"p"v"kp"q"p"rqukvkxg."gp"i"i"kp"i"ngct"p"kp"i"gp"xtq"p"o"gp"v"vq"gp"uwtg"j"ki"j"ngx"gnu"qh"ce"j"kgxg"o"gp"v"ht"gxgt{"uv"wf"gp"v0"*CURKTG"Qdlgevkxg"3=4-5+

Performance Objective 2: :7 ' "qh"cn"GN"uvwf"gpvu"yknn"ce"j"kgxg"cfxc"pegf"qt"cfxc"pegf"j"ki"j"qp"v"j"q"xgt"cn"VG"NR"CU"tcvkpi0

Evaluation Data Sources: Lesson plans with ELPS
TELPAS

Strategy 1 Details	Reviews
<p>Strategy 1: Front loading vocabulary Ensuring students are listem Front</p>	

Goal 1: GZEGNNGPEG"KP"CECFGOKEU<"Yg"ykn"rtqxf"sgwcnk{"vkg"tgf"kpvtwewkqp"cpf"u{uv"o cvke"kpvtgxpvkqp"kp"rqukvkxg."gp"i"i"kp"i"ngctpkpi"gp"xtqp"o"gp"vq"gp"uwtg"j"ki"j"ngxgnu"qh"ce"j"kgxg"o"gp"v"ht"gxgt{"uv"v"fgpv0"*CURKTG"Qdlgevkxg"3=4=5+

Performance Objective 3: Fgetgcug"vjg"pw o dgt"qh"cecfgo kecn{"cv/tkum"uvwfgpvu"d{"32 ' 0

Evaluation Data Sources: Benchmarks

BAS

Istation

Strategy 1 Details	Reviews
<p>Strategy 1: Classroom teachers will provide daily intervention. Interventionist will provide daily intervention for Tier 3 At-Risk students. Professional Development when needed</p> <p>Strategy's Expected Result/Impact: Decrease in numbers of students at-risk due to readiness assessments and STAAR</p> <p>Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Counselor Math & RLA Coaches SSA Coach Interventionist Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	



Goal 1: GZEGNNGPEG"KP"CECFGOKEU< Yg"y knn"rtqxkfg"swcnkv{"vkgtgf"kpvtwevkqp"cpf"u{uvg o cvke"kpvgtxgpvkqp"kp" c" rqukvkxg."gp i c i k p i "ngctpkpi"gp xktqp o gpv


Goal 1:


Goal 1: GZEGNNGPEG"KP"CECFGOKEU< Y g"y knn"rtqxf"sgwcnkv{"vkgf"kpvtwevkqp"cpf"u{uv g o cvke"kpvtxgpkqp"kp" c" rqukvxg."gpici kpi"ngctpkpi"gp xktq o gpv vq"gpuwtg"jki j"ngxgnu"qh"cejkxg o gpv"hqt"gxgt{"uvwf gpv0"*CURKTG"Qdlgevkxg"3=4-5+


Performance Objective 6: 322 ' "qh" I tggphkgnf"uvwf gpvu"y knn"ugv"cecfgo ke."dgjcxkqt."cpf"rgtuqpcnlectggt"iqcnu0


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will create goals and be able to discuss why they chose that goal and strategies they are using to reach goals</p> <p>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</p> <p>Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Math & RLA Coaches Classroom Teachers</p> <p>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</p> <p>Funding Sources: Folders/binders - 211 - Title 1, Part A - \$2,000</p>	Formative			Summative
	Dec	Feb	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1:

Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU<"Yg"ykn"uwr rqtv"e"ewnvwtg"qh"vtwuv"cpf"itqyv"vj"vtqwij"rgtuqpcnk|gf"qrrqtvpkvkgu"cpf
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Performance Objective 1:

Evaluation Data Source eSu eys through the year
Student "# pÂ
Parent involvement pÂ

2*8 , D Strategy 1 Details	Reviews
<p>Strategy 1: Use of Positive Action</p> <p>Weekly recognition of students following Gator Guidelines</p> <p>CHAMPS</p> <p>Positive referrals</p> <p>Classroom Mission statements</p> <p>Student leadership</p> <p>Junior Counselors</p> <p>Parent Nights</p> <p>Parent University</p> <p>Mentors</p> <p>WatchD.O.G.S.</p> <p>Strategy's Expected Result/Impact: Responsible students</p> <p>Decreased number of referrals</p> <p>Positive communication with parents</p> <p>Parents feeling supported and heard</p> <p>Students feeling supported and heard</p> <p>Staff Responsible for Monitoring: Mr. Flowers</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Math & RLA Coaches</p> <p>SSA Coach</p> <p>Interventionist</p> <p>Classroom Teachers</p> <p>Title I:</p> <p>2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- ESF Levers:</p> <p>Lever 3: Positive School Culture</p>	


Goal 2:


Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU<"Yg"yknn"uwr rqtv"e"ewnvwtg"qh"vtwuv"cpf"i tqyv j"vj tqw i j"rgtuqpcnk|gf"qrrqtvwpkvkgu"cpf eqnncdqtcvkxg"gzr gtkgpegu"hqt"uvchh."uvwfgpvu."cpf"eq o o wpkv{" o g o dgtu"vq"cejkgxg"fguktgf"tguwnvu0"*CURKKG"Qdlgevkg"6=7=8+


Performance Objective 3: 322 ' "vgcejgtu"yknn"vtcem"vjgkt"rtqitguu"qp"vjgkt"uvwfgpv"cpf"rtqhgaukqpcn"iqcnu0
 322 ' "qh"uvwfgpvu"yknn"vtcem"rtqitguu"qp"cn"iqcnu0


Evaluation Data Sources: Administrator check-ins
 T-TESS

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

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU<"Yg"ykn"uwrrqtv"e"ewvwtg"qh"vtwuv"cpf"itqyvj"vjtwij"rgtuqcnk|gf"qrrqtwpkvgu"cpf

Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPVKVKGU<"Yg"yknn"uwr rqtvc"ewnwvtg"qh"vtwuv"cpf"i tqyv j"vj tqwi j"rgtuqpcnk|gf"qrrqtvwpkvkgu"cpf eqnncdqtcvkxg"gzr gtkgpegu"hqt"uvchh."uvwfgpvu."cpf"eq o o wpkv {" o g o dgtu"vq"cejkgxg"fguktgf"tguwnvu0"*CURKKG"Qdlgevkg"6=7=8+

Performance Objective 5: I tggphkgnf"yknn"rtqxkfg"rgtuqpcnk|gf"ngctpkpi"qrrqtvwpkvkgu"hqt"uvchh"vq"rqukvkggn{"k o rcev"uvwfgpv"rgthqt o cpeg0

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

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal Learning Coach</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3:

Goal 3: GZEGNNGPEG"KP"QT I CPK \ CVKQPCN"KORTQXGOGPV<" Yg"y kmn"rtqkfg"uchg"cpf"wtwevtgf"gpaktqpo gpvu"hqt"uvwfgpvu."uvchh"cpf"eqo o wpkv{

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Performance Objective 3: Cf o kpkuvtcvqtu"y knn"gpwgt"rtqeguugu"ctg"cnki pgf."tgxky gf."cpf"eq o o wpkecvgf"u{uvg o cvkecm{0

- 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			
<p>Strategy 1: Meet with leadership team to make adjustments Information housed in Greenfield OneNote</p> <p>Strategy's Expected Result/Impact: Aligned</p> <p>Staff Responsible for Monitoring: Mr. Flowers Assistant Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: GZEGNNGPEG"KP"CECFGOKEU<"QdlgevKxg<"GOU"KUF" yknn"etgcvg" c"u{uvgo "qh"uwr rqtv."Rtg/M"vj tqwi j"34."vq" oczk ok |g"uvwfgpv" r qvgpvkcn0

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High Priority

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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

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