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

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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.

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Striving for the best, we rise above the rest.

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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%

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% Meets 29% Masters

3rd Grade Math- 66% Meets 14% Masters

4th Grade ELAR 79% Meets 33% Masters

4th Grade Math 74% Meets 21% Masters

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.

Problem Statements Identifying Student Learning Needs

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.

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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 Progressomain

- 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

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Item 3: 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)


Item 4: There will be an increase in the percentage of all students, including Special Education students as well as all student groups, who


Indicator 3: 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)


Right of Progress: Qdigevkg"5 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		
<p>Strategy 1: Front loading vocabulary Ensuring students are listening, speaking, reading, and writing daily Use of sentence starters Dictionary skills Incorporate ELPS in the lesson plans</p> <p>Strategy's Expected Result/Impact: Increased understanding of vocabulary Increased ability to listen, speak, read, and write</p> <p>Staff Responsible for Monitoring: Ramsey Castro</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Item 3: 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)

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3< 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)

9< 100% of Greenfield students will set academic, behavior, and personal/career goals.

Evaluation Data Sources: Data Folders

Strategy 1 Details	Formative 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: Ramsey Castro Classroom Teachers</p> <p>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</p> <p>Funding Sources: Folders/binders - 211 - Title 1, Part 2,000 2,000 less</p>	Formative		
	Dec	Mar	June

Indicator 3: 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)





Indicator 4: Student Health and Well-being: 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

4< 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)

3< 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		
<p>Strategy 1: Use of Positive Action 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Ramsey Castro</p> <p>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</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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Indicator 4: 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)

Indicator 5: 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
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Strategy 1 Details	Formative Reviews
<p>Strategy 1: Staff and students will take ownership of their growth.</p> <p>Strategy's Expected Result/Impact: Understanding areas of strength and growth</p> <p>Staff Responsible for Monitoring: _____</p>	

Indicator 4: 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)

Indicator 6: 100% of staff and students will have access to well-being strategies.

Evaluation Data Sources: Counselor and social worker

Strategy 1 Details	Formative Reviews
<p>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.</p>	

4< 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)




7< Greenfield will provide personalized learning opportunities for staff to positively impact student performance.

Evaluation Data Sources: Vertical team agendas

Indicator 4: 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)

Indicator 8: Improve engagement between the community and campus

Evaluation Data Sources: Survey
Attendance rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent Nights Newsletters Weekly Parent University PTA Events Mentors Welcoming environment Community partnerships WatchD.O.G.S.</p> <p>Strategy's Expected Result/Impact: Community will feel welcome on campus Staff Responsible for Monitoring: Ramsey Parents Staff</p>	Formative		
	Dec	Mar	June
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  </div> </div>			


ICPI 5: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community


Item 5: 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)


Item 5: Administrators will ensure processes are aligned, reviewed, and communicated systematically.

Evaluation Data Sources: Survey
Sign off for OneNote

Strategy 1 Details	Formative 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: Ramsey Castro Leadership Team</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June


No Progress


Accomplished



Indicator 5: 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)


Indicator 6: 100% of teachers will use CHAMPS and class meeting/restorative circles to provide students an opportunity to share concerns and build relationships.


Indicator 5: 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)


Goal 7: Our campus will have a 95% attendance rate.


Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly classroom attendance checks Teachers will call after 3 consecutive days of being absent Social worker will call after 7 absences Principal will call when there are 7 unexcused absences Truancy letters Teacher incentive for perfect attendance</p> <p>Strategy's Expected Result/Impact: Improved student attendance Improved student academics</p> <p>Staff Responsible for Monitoring: Ramsey Forbes Strawbridge Classroom Teachers</p> <p>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</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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Personnel for Greenfield Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cheyenne McMillin	Literacy Intervention	NaN
Heather Nelson	Math Intervention	NaN

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<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

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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.

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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

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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