

**Richardson Independent School District**  
**Greenwood Hills Elementary**  
**2022-2023 Campus Improvement Plan**



# **Mission Statement**

We will work collaboratively and interdependently as we continue to improve learning for all students.

## **Vision**

Where all students learn, grow and succeed

## **Value Statement**

Integrity - Inspiration - Inclusiveness - Innovation

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Greenwood Hills is composed of a diverse population of 382 students in K-6th grade. Our hispanic population makes up 72.77% of our student body. We are a Dual Language campus with 35.6% of our students participating in the dual language, one way program and 15.7% in ESL. However, the majority of our students speak English. Our mobility rate remains low even though our economically disadvantaged percentage remains high at 72.77%. We consistently have high attendance rates each year. Greenwood Hills Elementary continues to focus on the performance of our students in special education (15.45%) and our Emergent Bilingual students (58.12%). Our goal is to have every students grow at least a year through strong Tier 1 instruction and a rich, engaging, and differentiated learning environment.

# Student Achievement

## Student Achievement Summary

At Greenwood Hills we strive every day to provide an education that continually challenges our students and allows them to grow with ever-rising expectations from the state. As a dual-language campus we will continue to provide our staff with support and strategies to meet the needs of our ELL and ESL student populations. The academic achievement of our special education population is a continued area of focus. Additionally, Greenwood Hills staff will meet regularly in our Professional Learning Communities to monitor and adjust learning based on MAP Growth Reports, IXL results, and unit assessments to increase student achievement in all grade levels and subjects.

# School Culture and Climate

## School Culture and Climate Summary

Greenwood Hills students enjoy coming to school to learn, grow, connect and succeed with peers and teachers. The students, parents, and staff feel safe throughout their time on campus. Greenwood Hills emphasizes addressing classroom and campus behavior through the implementation of Positive Behavior Intervention Supports and Social-Emotional Learning. In addition, we are implementing CHAMPS strategies in every classroom and along with our Eagle Guidelines to Success and our school-wide expectations. Cultural connection lessons and campus activities provided by our Equity, Diversity, and Inclusion team to increase inclusivity.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Along with RISD, at Greenwood Hills Elementary we focus on recruiting, hiring, and retaining highly qualified and student focused staff. We continually work with our staff collaboratively in Professional Learning Communities to provide support in lesson planning, data analysis, differentiated instruction, and best practices. We support new teachers through our Richardson Promotes Mentoring program by giving each new teacher a mentor, giving new teachers to Greenwood Hills an Eagle Expert, and holding regular mentor meetings. In addition, our Instructional Leadership team provides coaching support to all staff as needed. Teachers are also supported with district and campus staff developments. At Greenwood Hills our teachers are dedicated, but as life changes occur our teachers make changes in their career decisions to move with families, stay at home with babies, and take care of their own families as needed.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Greenwood Hills utilizes the TEKS Resource System in combination with Lead4ward Resources and Professional Learning Communities along with the implementation of Teaching Trust protocols. Various data sources (MAP Growth Reports, IXL results, and district assessment data) are used to drive classroom instruction, support interventions, and assess and monitor student growth. Data indicates the need for continued refinement in lesson planning and continuous professional development, in order to identify best practices for advancing the progress of Emergent Bilinguals, bilingual students, and students with disabilities. This data will continue to be addressed in Professional Learning Communities and monitored by the Instructional Leadership Team. The campus master schedule will include a dedicated block of time for individualized intervention and acceleration in core subject areas.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Greenwood Hills will continue to focus on increasing connections between home and school by providing parent engagement and community involvement opportunities. Our Title 1 Family Engagement Specialist, school counselor, and administration will reach out to GHE families to provide on-going growth sessions and support particularly to our students and families impacted by the pandemic. Greenwood Hills will partner with PTA to increase membership and support involvement on our campus. Greenwood Hills will provide multiple and various opportunities for increased parent participation and will continue to promote home-school educational opportunities, active parent education participation, and two-way communication through our principal's newsletter, announcements, Wednesday Folders, and AVID binders.

# School Context and Organization

## School Context and Organization Summary

Greenwood Hills Elementary campus goal is to focus on GROWTH for ALL students and staff. The campus is focused on growth goals to include 100% of Greenwood Hills students meeting standard. Greenwood Hills will maximize instructional time to provide opportunities for student intervention, acceleration, and enrichment. Campus data meetings will be scheduled on a continuous basis, consistently and regularly to focus on student growth in order to increase student achievement. Campus needs will be identified and progress will be monitored every 9 weeks.

# Technology

## Technology Summary

Technology integration is an important component of student learning at Greenwood Hills. Every student has an ipad and teachers use them to facilitate technology integration within student learning and provide timely feedback. The campus has adopted the Triple E Framework for quality technology integration. The Triple E framework is based on the learning goals of the student versus the technology tool. Greenwood Hills Technology Specialist and ITeam Specialist communicate technology tips and provide technology support to all staff. Training students to support in technology integration in the Eagle Eye Program is an important part of Greenwood Hill's technology goals.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**









- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

**Performance Objective 1:** Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

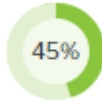







**Evaluation Data Sources:** Move as a campus from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to provide internet safety and digital citizenship training for all students. <b>Strategy's Expected Result/Impact:</b> Completion of Digital Citizenship Curriculum and Internet safety curriculum Appropriate digital behavior <b>Staff Responsible for Monitoring:</b> LITE Teachers Counselor Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 1:** We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

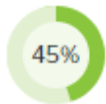





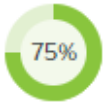



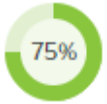

**Performance Objective 2:** Implement activities and systems to support students' academic, social and emotional growth.






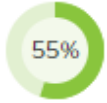






**Evaluation Data Sources:** % of students who engaged in SEL implementation (70%-Target Baseline)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementation of social emotional learning curriculum. <b>Strategy's Expected Result/Impact:</b> Increase use of social-emotional student strategies Decrease in student conflict and discipline referrals Increase in instructional and learning time <b>Staff Responsible for Monitoring:</b> Principal Counselor Assistant Principal SEL Team Equity Committee Campus Liaison  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide on-going PBIS & CHAMPS training and support based on implementation needs in different learning models <b>Strategy's Expected Result/Impact:</b> Positive response on student and staff surveys Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> PBIS Team Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create opportunities for students to participate in extra-curricular activities.. <b>Strategy's Expected Result/Impact:</b> Technology Club Book Club Jogging Club Jump Rope Team Choir Orchestra/Band Makers Space PALS Lone Star Team <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Staff  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Branching Minds and MTSS to support implementation Response To Intervention protocols and processes, including the Behavior Response to Intervention (RTI). <b>Strategy's Expected Result/Impact:</b> Increased academic achievement Decrease in discipline referrals Baseline year # of students at each RTI tier <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal MTSS Team ILT Team Counselor Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				





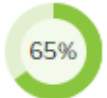









Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Clearly and consistently implement the discipline management plan as supported by PBIS and ensure use of the classroom management best practices. <b>Strategy's Expected Result/Impact:</b> Decrease in student referrals Increased positive responses on parent, student and staff surveys <b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Create a transition plan for students moving from elementary to junior high. <b>Strategy's Expected Result/Impact:</b> Increased participation in junior high activities Increased attendance and student achievement in junior high <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor 6th grade Teachers  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize tools and resources to support students with disabilities and learning needs to increase student achievement. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Increase in student achievement for students in special education <b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				



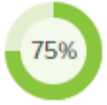







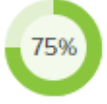





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement strategies K-6 to for teaching the 5 student competencies of the Graduate Profile. <b>Strategy's Expected Result/Impact:</b> Increased awareness of competencies needed to pursue graduation. Increased student proficiency on student competencies. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implementation of Writing and Speaking calendar emphasizing weekly goals and initiatives for grades Kindergarten through 6th grade as a Pathway to Equity to help close the achievement gap for our ELL and Hispanic populations. <b>Strategy's Expected Result/Impact:</b> Increased student achievement Improved student writing Increase Student TELPAS growth in the areas of speaking and writing <b>Staff Responsible for Monitoring:</b> Campus Administration ESL Teacher Instructional Coach  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

**Performance Objective 3:** Create programing to support healthy life choices for students and staff.

**Evaluation Data Sources:** 100% of students identify programs and levels of support available when in crisis (student survey).









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of ACT, a protocol for students to use when peers express feelings pertaining to mental health concerns. <b>Strategy's Expected Result/Impact:</b> Students in need of support with mental health concerns will be identified <b>Staff Responsible for Monitoring:</b> Counselor Principal Teachers  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Set goals and objectives for the coordinated health program. <b>Strategy's Expected Result/Impact:</b> Wellness Plan Results Student Climate Survey Results Staff Climate Survey Results <b>Staff Responsible for Monitoring:</b> PE Coaches Nurse Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to provide Suicide/Substance Abuse Prevention and Intervention training for all staff <b>Strategy's Expected Result/Impact:</b> Increase early identification and intervention <b>Staff Responsible for Monitoring:</b> Principal Counselor Nurse	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus Emergency Response Team (ERT) will conduct AED drills each semester in an effort to be prepared to respond quickly if a cardiac event should occur on campus. <b>Strategy's Expected Result/Impact:</b> AED drills each semester <b>Staff Responsible for Monitoring:</b> Nurse Campus Administration ERT Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor student data reports and attendance to ensure immunization compliance and monitor communicable diseases on campus. <b>Strategy's Expected Result/Impact:</b> Increased Attendance Rates <b>Staff Responsible for Monitoring:</b> Nurse Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase awareness, parent communication, and student reporting options for the areas of bullying, harassment, and cyber bullying. <b>Strategy's Expected Result/Impact:</b> Counselor lessons Anonymous Reporting Decrease in incidents of bullying and harassment Parent Survey Results <b>Staff Responsible for Monitoring:</b> Counselor Campus Administration  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 2:** We will guarantee that all students will perform at or above grade level.












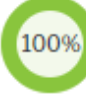
**Performance Objective 1:** Improve student performance and ensure Greenwood Hills maintains "Met Standard"

**Evaluation Data Sources:** 100% of students meet standard; meet or exceed campus performance growth goals













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review Performance Assessments, Curriculum Based Assessments, and state assessment results and identify instructional strengths and weaknesses to move students toward mastery of grade level standards. <b>Strategy's Expected Result/Impact:</b> 9 weeks review of student performance data Review of item analysis per assessment, student group performance, and student group performance by teacher TTESS refinement activities Performance Growth Goals <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Instructional Coach Campus Math Support Math & Literacy Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Instructional Coach (1.0) - 211 - Title I, Part A, Campus Reading Specialist (1.0) - 211 - Title I, Part A, Campus Math Specialist (0.5) - 211 - Title I, Part A, Math Interventionist (1.0) - 199 - General Fund, Literacy Interventionist (1.0) - 199 - General Fund, Campus Reading Specialist (1.0) - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Evaluate and monitor all student groups measured for growth with an emphasis on moving from "approaches" to "meets" in all tested areas. <b>Strategy's Expected Result/Impact:</b> Improvement on Performance Growth Goals <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Instructional Leadership Team  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will utilize student tracking sheets to monitor student progress towards mastery of grade level standards on unit assessments, performance assessments, and simulations in math and reading, including science for 5th grade. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement Intervention Plans <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Instructional Coach Campus Math Support Math Interventionist Literacy Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implementation of Readers' and Writers' workshop model with an increased time spent reading for students with a focus on 3rd and 6th grade. <b>Strategy's Expected Result/Impact:</b> Increased students reading on grade level Increase in student achievement in reading as indicated by STAAR <b>Staff Responsible for Monitoring:</b> Reading Specialist Instructional Coach Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Facilitate and utilize K-2 Literacy Professional Development strategies and trainings. <b>Strategy's Expected Result/Impact:</b> Increase in teacher content knowledge and effective practices Increase in students reading at or above grade level Primary Playground participation Foundations of Literacy training <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Literacy Interventionist Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Literacy Interventionist (1.0) - 255 - Title II, Campus Reading Specialist (1.0) - 211 - Title I, Part A, Instructional Coach (1.0) - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop and implement Accelerated Instruction Plans utilizing designated instructional times during the school day and utilizing Think it Up Math, Reading, and Science, IXL, and Do the Math resources <b>Strategy's Expected Result/Impact:</b> Increase in student performance % increase in students meeting state standard <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Instructional Coach Campus Math Support Math Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide incentives to students for being at school on-time everyday <b>Strategy's Expected Result/Impact:</b> Increase in attendance rates <b>Staff Responsible for Monitoring:</b> Campus Administrators Communities In Schools Liaison  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Evaluate and monitor all student groups measured for accountability, with an emphasis on historically low performing student groups. <b>Strategy's Expected Result/Impact:</b> Improved Student Performance on state required assessments (STAAR, TELPAS) Review of student performance data by student groups each 9 weeks Increased student achievement in LEP/EB and Hispanic student groups <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Leadership Team Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Utilize 4th grade STAAR writing data to identify campus priority TEKS via Lead4ward heat map to improve k-6 writing as tested in reading constructed response questions. Implementation of Writing and Speaking calendar emphasizing weekly goals and initiatives for grades Kindergarten through 6th. <b>Strategy's Expected Result/Impact:</b> Increased student achievement Improved student writing Increase Student TELPAS growth in the areas of speaking and writing <b>Staff Responsible for Monitoring:</b> Campus Administration ESL Teacher Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				














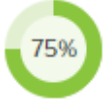




Strategy 10 Details	Reviews			
<b>Strategy 10:</b> School wide emphasis on Math Number of the Day activities to support fact fluency and number sense in grades Kindergarten through 6th. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement on all math assessments in grades Kindergarten through 6th. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Administrators Instructional Coach  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Utilize Branching Minds and MTSS to support implementation Response To Intervention protocols and processes, including the Behavior Response to Intervention (RTI). <b>Strategy's Expected Result/Impact:</b> Increased academic achievement Decrease in discipline referrals Baseline year # of students at each RTI tier <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal MTSS Team ILT Team Counselor Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 2:** Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward and PLC)

**Evaluation Data Sources:** 100% of students meet standard; meet or exceed campus performance growth goals




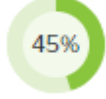


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to train, support, and monitor the implementation of TRS/Lead4ward/PLC. <b>Strategy's Expected Result/Impact:</b> Increase in student performance Walkthrough Analysis Student Performance Goal <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Instructional Coach Campus Math Support  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize unit preview videos for TRS math and reading units in TRS for K-6 ensure effective planning and Tier 1 instruction <b>Strategy's Expected Result/Impact:</b> % increase of student performance Increase in teacher efficacy <b>Staff Responsible for Monitoring:</b> Instructional Coach Campus Math Specialist Campus Reading Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

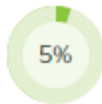












Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development for teachers on the new aspects of STAAR 2.0 and the instructional implications for teachers and students. <b>Strategy's Expected Result/Impact:</b> Student growth goals Instructional adjustments Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Reading Specialist Instructional Coach Campus Math Support Math Interventionist Literacy Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers instructing students in grades K-3 (monolingual and/or bilingual) will participate in the Texas Reading Academies. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in early literacy Increase in student performance in reading <b>Staff Responsible for Monitoring:</b> Campus Administrators Reading Academy Cohort Leader Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 3:** Implement a systematic approach to develop new and existing programming to ensure quality instruction and service supports for ALL students.

**Evaluation Data Sources:** Student performance meets or exceeds district performance growth goal



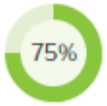


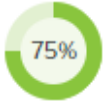
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that the administrators, counselor, and teachers have completed the 30 hours foundational training and the annual 6 hours of GT professional development <b>Strategy's Expected Result/Impact:</b> Record of hours completed <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement AVID organization and instructional strategies in grades 3-6 <b>Strategy's Expected Result/Impact:</b> Student agendas Student utilization of organization and learning tools Student Performance Growth Goals <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

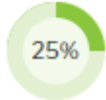






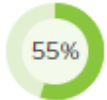

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilization of Naviance for 6th grade students. <b>Strategy's Expected Result/Impact:</b> Completion of Naviance <b>Staff Responsible for Monitoring:</b> Counselor Principal  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize ESSER co-teachers and interventionist to support academic growth for all students, specifically students impacted by the pandemic. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement Small student teacher ratio <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to train teachers, students, and parents on the understanding of MAP data, as well as, the implementation and impact of student goal setting for growth. <b>Strategy's Expected Result/Impact:</b> Increased MAP scores Increase in student achievement on STAAR <b>Staff Responsible for Monitoring:</b> Campus Administrators Interventionist Instructional Coach  <b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








**Goal 3:** We will recruit, retain, and reward quality personnel.

**Performance Objective 1:** We will positively increase staff retention rates through the implementation of necessary supports and trainings.

**Evaluation Data Sources:** Increase in staff retention rates  
Increase in staff satisfaction on staff surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to support new teachers through the Richardson Promotes Mentoring and reinforce and enhance new teacher development through strategic and intentional new teacher training and support. <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention and teacher capacity Increase in student achievement Higher teacher efficacy <b>Staff Responsible for Monitoring:</b> Mentor Lead Mentor Teachers Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize district walk through form to focus on intentional and specific teacher feedback. <b>Strategy's Expected Result/Impact:</b> Increase in teacher satisfaction survey data Increase in student achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to provide site based professional development and participation in PLCs to enhance instructional practices with a focus on TRS and Lead4Ward. <b>Strategy's Expected Result/Impact:</b> PLC agendas Site based professional development agendas and rosters Performance growth goals <b>Staff Responsible for Monitoring:</b> Campus Administrators IGT Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to provide professional development for instructional staff to support students with disabilities. <b>Strategy's Expected Result/Impact:</b> Professional Development for working with students with Autism, ADHD, and other neurodiversities PLC agendas Site based professional development agendas and rosters Performance growth goals <b>Staff Responsible for Monitoring:</b> Campus Administrators IGT Team Special Education Team  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Create and utilize campus committees to build relationships among staff, recognize and celebrate staff members, and support a positive staff morale. <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention Increase in staff climate survey data <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				


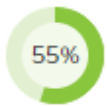
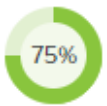



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize district developed teacher competencies to recruit and retain quality personnel that reflect the diversity of our student population. <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









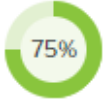









**Goal 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district..

**Performance Objective 1:** Increase links between home, school, and community by providing systemic opportunities for parent engagement and volunteer participation.

**Evaluation Data Sources:** Increase in positive response rate by parent/community in focus groups meetings and/or survey results at or above 85%  
Increase in community-school relations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to grow partnership with PTA to support parent engagement and participation. <b>Strategy's Expected Result/Impact:</b> 100% of Greenwood Hills Staff Membership Increase in GHE PTA Membership <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PTA Teacher Liaisons  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify and utilize campus surveys to develop campus goals with a focus on teacher morale and discipline. <b>Strategy's Expected Result/Impact:</b> Increase in positive response on survey results at or above 85% <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

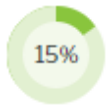











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide family engagement opportunities through events like Curriculum Nights, Fall Festival, Multicultural events, Technology & Parent Ed. Nights, and student performances. <b>Strategy's Expected Result/Impact:</b> Increase in positive response on Parent and Climate Surveys Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administration Title 1 Family Engagement Specialist Teachers  <b>Title I:</b> 2.6, 4.2 <b>Funding Sources:</b> - 211 - Title I, Part A - \$1,607	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase business and community partners to support learning objectives including Pearce Community Women's League, First United Methodist Church of Richardson, and Asian American Baptist Church. <b>Strategy's Expected Result/Impact:</b> Campus Surveys Support Documentation <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase avenues for communication between school, parents, and community by utilizing mass notification system, S'more newsletter, and campus website. <b>Strategy's Expected Result/Impact:</b> English and Spanish translations of all GHE-produced communication information and materials Utilization of social media for communication Bi-monthly Parent Newsletter Regularly updated campus website <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title 1 Specialist Counselor	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to implement We Read Together, a literacy based volunteer/mentor program that partners GHE kindergarten through 2nd grade students with an adult volunteer to regularly read, write, and learn together. <b>Strategy's Expected Result/Impact:</b> Increase in K-2 literacy skills Increase in student social-emotional wellbeing <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus LITE Director of Community Engagement	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

**Performance Objective 1:** Greenwood Hill's budget will be operated in a responsible, effective and efficient manner in all areas.

**Evaluation Data Sources:** Favorable Audit Results










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Actively pursue grants to assist with purchasing flexible furniture for classroom teachers and teachers professional development. <b>Strategy's Expected Result/Impact:</b> Increase in teacher satisfaction Increase in student and teacher morale <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training and support for all support staff processing POs, sub payment, etc. to ensure staff are following proper policies and procedures. <b>Strategy's Expected Result/Impact:</b> Increased awareness of proper protocols and procedures. Decrease in mistakes when processing payments. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train all employees on proper money handling procedures in the fall and spring. <b>Strategy's Expected Result/Impact:</b> Increased awareness and adherence to proper procedures. Decrease in mishandling funds. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure all staff who directly order/receive goods are aware of proper procurement procedures. <b>Strategy's Expected Result/Impact:</b> Increased awareness and adherence to proper procedures. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
















Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure expenditures support student outcomes, teacher morale/retention. <b>Strategy's Expected Result/Impact:</b> Increased student outcomes; Increased teacher morale/retention. <b>Staff Responsible for Monitoring:</b> Campus Administrtrtion	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** We will ensure that our facilities and infrastructure adapt to support our mission.

**Performance Objective 1:** Provide a safe, comfortable, and well-maintained environment at Greenwood Hills.

**Evaluation Data Sources:** Expect a positive response rate of 95% or higher on surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold "I know what to do days" in October, December, February and April. <b>Strategy's Expected Result/Impact:</b> Students and staff will be prepared in emergency situations Campus will have completed by April 2023 Parent & Staff Survey Results <b>Staff Responsible for Monitoring:</b> Campus Administrators Safety & Security Team All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Blackboard Mass Communications to notify parents after each safety drill. <b>Strategy's Expected Result/Impact:</b> Increase in positive responses from parent survey <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monthly practice academies for safety drills and protocols for students and staff. <b>Strategy's Expected Result/Impact:</b> Increase of in compliance with safety protocols Increase in student and staff safety and wellness Emergency drills completed monthly/yearly <b>Staff Responsible for Monitoring:</b> Campus Administrators Administration Nurse All Staff	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review and update CIP quarterly to show progress. <b>Strategy's Expected Result/Impact:</b> November 18, January 27, March 31, and June 9 review and update of CIP Completion and or progress of CIP strategies <b>Staff Responsible for Monitoring:</b> Administration Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Participate in Safety Week (August 29-September 2) by focusing on a specific safety drill each day, including Evacuate (fire drill), Hold, Secure, Lockdown, and Shelter in Place. <b>Strategy's Expected Result/Impact:</b> Increase in student and staff safety Staff, student, and parent feedback <b>Staff Responsible for Monitoring:</b> Campus Administrators GHE Safety & Security Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to inform students and parents and promote compliance of dress code and cell phone policies. <b>Strategy's Expected Result/Impact:</b> Distraction free learning environment Positive increase in staff and parent survey results <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Ensure all visitors enter through the main office and are entered into the Raptor system upon entry, <b>Strategy's Expected Result/Impact:</b> Increase in student and staff safety Positive increase in parent and staff survey data <b>Staff Responsible for Monitoring:</b> Campus Administrators Office staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Conduct weekly door checks per TEA guidelines. <b>Strategy's Expected Result/Impact:</b> Increased safety and security of campus. Increased awareness and need of potential door repairs. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue



# State Compensatory

## Budget for Greenwood Hills Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

## Personnel for Greenwood Hills Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Arevalo	Campus Reading Specialist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sara Hall	Instructional Coach	Title 1	1.0
Selina Huerta	Campus Reading Specialist	Title 1	1.0