

Splendora Independent School District

Greenleaf Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Mission Statement

Cultivating Exceptional People

Vision

Right People. Right Things. Right Way. Right Resources. Right Relationships.

Value Statement

Everyone Learning Every Day

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Our STAAR scores this year showed a few areas of improvement, as well as several areas where growth is needed.

Our Approaching rate was higher than the district average in:

-3rd, 4th and 6th grade Reading

-3rd, 4th and 5th grade Math

-5th grade Science

Our Approaching rate fell below the district average in:

-5th grade Reading

-6th grade Math

Overall STAAR Percentages for Approaches, Meets, and Masters by Subject:

Reading- 70% Approaches, 22% Meets, 11% Masters

Math- 72% Approaches, 24% Meets, 9% Masters

Science- 53% Approaches, 13% Meets, 7% Masters

STAAR Percentages for Approaches, Meets, and Masters by Grade and Subject:

3rd Reading - **71% Approaches** (SISD 68%), 19% Meets (SISD 28%), **13% Masters** (SISD 9%) - increased from 2023

3rd Math - **64% Approaches** (SISD 59%), **19% Meets** (SISD 17%), **8% Masters** (SISD 7%) - increased from 2023

4th Reading - **76% Approaches** (SISD 72%), **30% Meets** (SISD 26%), 8% Masters (SISD 8%) - increased from 2023

4th Math - **80% Approaches** (SISD 57%), **35% Meets** (SISD 20%), **20% Masters** (SISD 10%) - increased from 2023

5th Reading - 62% Approaches (**SISD 66%**), 11% Meets (**SISD 21%**), 14% Masters (**SISD 15%**) - *decreased from 2023*

5th Math - **83% Approaches** (SISD 71%), **34% Meets** (SISD 28%), **9% Masters** (SISD 7%) - increased from 2023

5th Science - **53% Approaches** (SISD 42%), **13% Meets** (SISD 10%), **7% Masters** (SISD 3%) - *decreased from 2023*

6th Reading - **73% Approaches** (SISD 71%), **33% Meets** (SISD 30%), 6% Masters (**SISD 14%**) -

6th Math - 62% Approaches (**SISD 64%**), 8% Meets (**SISD 17%**), 1% Masters (**SISD 3%**) -

NWEA MAP Reading Data - Student Growth Projection Percentages:

Kinder: 48% Met, 34% Exceeded

1st grade: 22% Met, 15% Exceeded

2nd grade: 58% Met, 44% Exceeded

3rd grade: 48% Met, 39% Exceeded

4th grade: 42% Met, 34% Exceeded

5th grade: 27% Met, 17% Exceeded

6th grade: 56% Met, 47% Exceeded

NWEA MAP Math Data - Student Growth Projection Percentages:

Kinder: 56% Met, 39% Exceeded

1st grade: 30% Met, 22% Exceeded

2nd grade: 62% Met, 52% Exceeded

3rd grade: 79% Met, 71% Exceeded

4th grade: 72% Met, 60% Exceeded

5th grade: 30% Met, 19% Exceeded

6th grade: 34% Met, 28% Exceeded

2023 to 2024 TELPAS Yearly Progress Indicator:

1st Grade: 86% scored Same Level, 14% scored 1 Level Higher

2ndGrade: 100% scored Same Level

3rd Grade: 80% scored Same Level, 20% scored 1 Level Higher

4th Grade: 69% scored Same Level, 31% scored 1 Level Higher

5th Grade: 70% scored Same Level, 30 % scored 1 Level Higher

6th Grade: 84% scored Same Level, 15% scored 1 Level Higher

2023 to 2024 TELPAS Scores per Grade Level :

Kinder: Beginning 6%, Intermediate 53%, Advanced 41%, Advanced High 0%

1st Grade: Beginning 13%, Intermediate 43%, Advanced 39%, Advanced High 4%

2nd Grade: Beginning 44%, Intermediate 48%, Advanced 8%, Advanced High 0%

3rd Grade: Beginning 15%, Intermediate 65%, Advanced 15%, Advanced High 4%

4th Grade: Beginning 16%, Intermediate 52%, Advanced 23%, Advanced High 10%

5th Grade: Beginning 8%, Intermediate 33%, Advanced 46%, Advanced High 12%

6th Grade: Beginning 0%, Intermediate 26%, Advanced 63%, Advanced High 11%

Student Learning & Progress Strengths

Compared to the 2022-2023 school year, almost all content areas and grade levels increased in 2024.

Our Approaching rate was higher than the district average in 3rd, 4th and 6th grade Reading; 3rd, 4th and 5th grade Math; and 5th grade Science. For 4th and 5th grade Math STAAR, students are reaching higher levels of performance as students in the rest of the district and the rest of the state.

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student

data and using this information in order to plan effective small group instruction.

Barrier 2 (Prioritized): On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. **Root Cause:** The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 3 (Prioritized): 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS. **Root Cause:** Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Engaged, Well-Rounded Students

Engaged, Well-Rounded Students Summary

On June 3, 2024, the Campus Needs Assessment Committee met to consider the degree to which students have utilized opportunities provided by the district to take initiative and advance personal growth. The Committee determined that high absenteeism at Greenleaf Elementary is preventing students from engaging in the opportunities available. Attendance data showed that the overall attendance for the 2023-2024 school year dropped to 92.64%, falling short of the 95% goal set for the academic school year. The students in the committee identified several aspects of their school experience that promote consistent attendance. These included hands-on learning experiences, opportunities to build relationships with their peers and their teachers, and campus celebrations focusing on growth and achievement.

Engaged, Well-Rounded Students Strengths

Teachers and staff at Greenleaf Elementary maintain open lines of communication with parents and guardians about the importance of attendance and their role in supporting their student's education. The campus follows the district's process to address student absences which begins with the teacher reaching out to parents after three consecutive student absences without notification from the parent. Parents receive written notification as well as a phone call when students are absent five days.

In addition to open lines of communication, the campus provides rewards to incentivize attendance including perfect attendance plaques at the end of the school year.

Barriers Identifying Engaged, Well-Rounded Students Needs

Barrier 1 (Prioritized): Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year. **Root Cause:** The campus' approach to incentivize attendance did not effectively address attendance issues.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

On June 10th, 2024, the Campus Needs Assessment Committee met a second time to discuss to what degree our onboarding, induction and retention strategies align with the district's strategic plan. The Committee discussed how teacher retention is crucial for the success of Greenleaf Elementary as it ensures consistency and stability, benefiting students' academic and emotional development. Using the results of the Staff Engagement Survey administered in the Spring of 2024, which included questions about job satisfaction and campus culture, the Committee considered how having better staff engagement survey results could help Greenleaf Elementary reduce the turnover rates. High retention rates often indicate good working conditions and high job satisfaction among teachers, translating to better teaching and improved student outcomes.

Professional Learning & Quality Staff Strengths

Greenleaf Elementary implements various strategies to encourage and affirm teachers. These include:

- Recognizing one teacher and one staff member for their hardwork every month
- Highlighting specific accomplishments in the weekly campus newsletter
- Providing "glows" as feedback during walkthroughs

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier 1 (Prioritized): 40% of teachers and staff feel undervalued. **Root Cause:** There is disconnect between what the campus find value in and what is communicated with teachers.

Barrier 2 (Prioritized): 40% of teachers and staff do not feel encouraged or affirmed. **Root Cause:** The campus lacks a process to understand how teachers and staff are affirmed in order to take action.

Safety & Well-Being

Safety & Well-Being Summary

Greenleaf Elementary is committed to ensuring students and staff are in an optimal environment that is safe, secure, and conducive to learning. Discipline referrals for the 2023-2024 school year showed an increase of 71 incidences of students refusing to work and failing to comply with directions. Of the 71 incidences, 65 of the referrals involved students in 4th through 6th grades. The interventions used to mitigate the behavior included a warning or conference with administration, followed by lunch detention and then in-school suspension. There were 46 initial incidents by a single student that led to a warning or a conference with administration. After the 46 incidents, there were 17 instances of a student failing to comply a second time, which led to lunch detention as a consequence. Out of the 17 secondary incidences, there were 9 referrals for students failing to comply a third time, which led to the students being assigned in-school suspension (ISS).

Keeping students out of in-school suspension is important for several reasons:

1. **Academic Impact:** Students in ISS miss out on instructional time and classroom activities, which can hinder their academic progress. Continuous classroom engagement is crucial for understanding and retaining new concepts.
2. **Behavioral Reinforcement:** ISS might not effectively address the root causes of behavioral issues. Instead of helping students learn from their mistakes, it can reinforce negative behaviors by removing them from a structured environment.
3. **Family and Community Relationships:** Frequent use of ISS can strain relationships between schools, families, and communities. A collaborative approach to behavior management that involves families and community resources can be more effective and foster better relationships.

Safety & Well-Being Strengths

Greenleaf Elementary implements actions and strategies that have successfully addressed and prevented further misbehavior involving refusing to work and failing to comply with directions by a single student for 63% of all incidents.

These actions include:

- Setting goals with students regarding acceptable behavior
- Conversations with parents to discuss disciplinary measures
- Using restorative practices including conferring with the campus counselor

Barriers Identifying Safety & Well-Being Needs

Barrier 1 (Prioritized): 70% of all behavior referrals pertain to 4th to 6th grade students. **Root Cause:** The campus has not identified the most effective interventions to mitigate student discipline infractions.

Priority Barriers

Barrier 1: Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year.

Root Cause 1: The campus' approach to incentivize attendance did not effectively address attendance issues.

Barrier 1 Areas: Engaged, Well-Rounded Students

Barrier 2: 40% of teachers and staff feel undervalued.

Root Cause 2: There is disconnect between what the campus find value in and what is communicated with teachers.

Barrier 2 Areas: Professional Learning & Quality Staff

Barrier 3: 40% of teachers and staff do not feel encouraged or affirmed.

Root Cause 3: The campus lacks a process to understand how teachers and staff are affirmed in order to take action.

Barrier 3 Areas: Professional Learning & Quality Staff

Barrier 4: 70% of all behavior referrals pertain to 4th to 6th grade students.

Root Cause 4: The campus has not identified the most effective interventions to mitigate student discipline infractions.

Barrier 4 Areas: Safety & Well-Being

Barrier 5: On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level.

Root Cause 5: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Barrier 5 Areas: Student Learning & Progress

Barrier 6: On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level.

Root Cause 6: The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 6 Areas: Student Learning & Progress

Barrier 7: 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS.

Root Cause 7: Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Barrier 7 Areas: Student Learning & Progress

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other 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.
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Achieve equitable outcomes for all students.</p> <p>Evidence of Success: Overall student performance on STAAR will increase at the Meets level by at least 5% in the 2024-2025 school year.</p> <p>Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists.</p> <p>Barriers: Student Learning & Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			

Strategy 1: Teachers will be provided training in the use of instructional strategies for effective small group instruction in their subject area.

Intended Audience: Teachers, Interventionists

Provider / Presenter / Person Responsible: Administration, Instructional Coaches

Date(s) / Timeframe: Bi-weekly

Delivery Method: Coaching cycles

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: PLC meetings will focus on data analysis, specifically looking at disaggregated data to ensure student groups are achieving at similar rates. Provide support on the utilization of data for quality Tier I instruction including, but not limited to progress monitoring and how to use data to drive initial instruction, evaluate data and placement of students in appropriate groups based on leveling of all students in order to effectively track and monitor progress consistently and proficiently to impact student achievement.

Provider / Presenter / Person Responsible: Administration, Instructional Coaches, teachers, interventionists

Date(s) / Timeframe: Once per week

Delivery Method: Morning meetings with content teachers.

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Targeted intervention for Tier 2 students provided by the subject teacher and for Tier 3 students provided by interventionist.

Provider / Presenter / Person Responsible: Administration, Instructional Coaches, Teachers, Interventionists

Date(s) / Timeframe: Daily

Collaborating Departments: Response to Intervention, Teachers

Delivery Method: Planning during PLC and delivering during the scheduled intervention time

TEA Priorities:

Build a foundation of reading and math

System Response (Goal) 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
System Response (Goal) 2: Achieve equitable outcomes for all students. Evidence of Success: Overall student performance on STAAR will increase at the Masters level by at least 5% in the 2024-2025 school year. Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists. Barriers: Student Learning & Progress 2	On Track			

Strategy 1: Incorporate product-focused activities and project based learning once every 9 weeks to help students master key skills and concepts that are necessary for a better performance on standardized tests.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus administration, Instructional Coaches, Teachers

Date(s) / Timeframe: One week out of every 9 weeks

Collaborating Departments: Gifted and Talented, Response to Intervention

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: Provide teachers with professional development to design product-focused learning activities that match both the depth of the standard and higher

DOK levels.

Intended Audience: Teachers, Interventionists

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Teachers

Date(s) / Timeframe: Beginning of the school year, ongoing support

Collaborating Departments: Gifted and Talented, Response to Intervention


Delivery Method: During planning days for the upcoming 9 weeks.


Staff Responsible: Teachers


TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math

System Response (Goal) 3 Details	Reviews			
<p>System Response (Goal) 3: Achieve equitable outcomes for all students.</p> <p>Evidence of Success: 80% of emergent bilingual students at Greenleaf Elementary will show growth of at least one year on TELPAS in the 2024-2025 school year.</p> <p>Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists.</p> <p>Barriers: Student Learning & Progress 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Develop individualized language plans for each emergent bilingual student to target their specific needs and goals.

Intended Audience: Dual Language Teachers

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Dual Language

Delivery Method: Direct Instruction

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: PLC meetings will focus on looking at disaggregated data to ensure emergent bilingual students are showing progress towards language development goals.

Intended Audience: Dual Language Teachers, Emergent Bilingual Students

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Dual Language Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Dual Language

Staff Responsible: Dual Language Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Provide an after-school program that incorporates Fine Arts and Dual Language to support language enrichment for emergent bilingual students.

Intended Audience: Emergent Bilingual Students, Fine Arts Teachers

Provider / Presenter / Person Responsible: Campus Administration, Fine Arts Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Fine Arts, Dual Language

Delivery Method: After-school programs

Staff Responsible: Fine Arts Teachers

TEA Priorities:

Build a foundation of reading and math

Key Question 1 Barriers:

Student Learning & Progress

Barrier 1: On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Barrier 2: On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. **Root Cause:** The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 3: 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS. **Root Cause:** Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?





Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Focus on their individual success. Evidence of Success: Students have 95% attendance every 9 weeks. Staff Responsible: Campus Administration, Registrar, Teachers Barriers: Engaged, Well-Rounded Students 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Students set attendance goals every week and track their progress daily.

Intended Audience: Students, Teachers, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Weekly goal setting, daily tracking

Collaborating Departments: PEIMS

Delivery Method: Whole Group

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: Teachers use LiveSchool to track and reward students individually and as a group for reaching their attendance goal every week. Share progress with parents.

Intended Audience: Teachers, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: PEIMS

Delivery Method: Using LiveSchool

Staff Responsible: Teachers, Registrar

TEA Priorities:

Build a foundation of reading and math

Strategy 3: At the end of each 9 weeks, campus uses data from LiveSchool to celebrate individual students and whole groups that have met their attendance goals and give away prizes.

Intended Audience: Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Once every 9 weeks

Collaborating Departments: PEIMS, Administration

Delivery Method: Campus-wide celebration

Staff Responsible: Campus Administration, Registrar

TEA Priorities:

Build a foundation of reading and math

Strategy 4: A minimum of two parent training will be held to educate parents on how to be actively involved in their child's education and the importance of consistent attendance.

Intended Audience: Parents, Teachers

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Once every semester

Delivery Method: After school community event

Staff Responsible: Campus Administration, Teachers

Strategy 5: Include a protected time for students to build relationships with their teachers and with their peers.

Intended Audience: Students and Teachers

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: Once per week

Delivery Method: Sharing Good Things every morning, Family Time during breakfast, Weekly opportunities to sit with their "house" peers during lunch.

Staff Responsible: Teachers

Key Question 2 Barriers:

Engaged, Well-Rounded Students
Barrier 1: Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year. Root Cause: The campus' approach to incentivize attendance did not effectively address attendance issues.

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain but Consider a Change

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Retaining High-Quality Teachers and Staff</p> <p>Evidence of Success: In the Staff Engagement Survey at the end of the 2024-2025 school year, 90% of teachers and staff will report they feel valued by leaders on our campus/department frequently or almost always.</p> <p>Staff Responsible: Campus Administration</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			

Strategy 1: Provide weekly regular recognition acknowledging teachers' efforts and achievements publicly using LiveSchool, the weekly newsletter, and morning announcements.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Team Leaders

Date(s) / Timeframe: Weekly

Delivery Method: One-on-One, whole campus, team meetings

Staff Responsible: Campus Administration, Instructional Coaches, Team Leaders, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Celebrate Teacher and Staff Member of the month by conducting a campus parade at the end of the school day. Continue to present the teacher and staff member with a certificate and reward, take and post their picture on campus, and announce on social media.

Intended Audience: Teacher, Staff, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Once per month

Delivery Method: Whole Campus, Social Media

Staff Responsible: Campus Administration

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3: Schedule weekly check-ins with teachers to connect with campus administration at a personal level.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches





Date(s) / Timeframe: Weekly

Delivery Method: One-on-One

Staff Responsible: Campus Administration, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals

System Response (Goal) 2 Details	Reviews			
<p>System Response (Goal) 2: Retaining High-Quality Teachers and Staff</p> <p>Evidence of Success: In the Staff Engagement Survey at the end of the 2024-2025 school year, 90% of teachers and staff will report they feel the campus/department leadership affirms and encourages them frequently or almost always.</p> <p>Staff Responsible: Campus Administration, Team Leaders</p> <p>Barriers: Professional Learning & Quality Staff 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

Strategy 1: Every teacher and staff member will take an interest survey that will include how they like to receive affirmations.

Intended Audience: Teachers, Staff

Provider / Presenter / Person Responsible: Counselor

Date(s) / Timeframe: Beginning of the school year

Delivery Method: Survey

Staff Responsible: Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Schedule daily events to provide affirmations for different teachers and staff on campus including but not limited to, sending Cat Compliments, sending hand written notes, walking with the WOW wagon, and giving out jeans and t-shirt passes.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Team Leaders, Teachers

Date(s) / Timeframe: Weekly

Delivery Method: One-on-one, small group

Staff Responsible: Campus Administration, Team Leaders, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Barriers:

Professional Learning & Quality Staff
<p>Barrier 1: 40% of teachers and staff feel undervalued. Root Cause: There is disconnect between what the campus find value in and what is communicated with teachers.</p> <p>Barrier 2: 40% of teachers and staff do not feel encouraged or affirmed. Root Cause: The campus lacks a process to understand how teachers and staff are affirmed in order to take action.</p>

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?





Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Create a positive and effective learning environment for all students.</p> <p>Evidence of Success: Discipline infractions are reduced by 50% by the end of the 2024-2025 school year.</p> <p>Staff Responsible: Campus Administration, Instructional Coaches, Teachers</p> <p>Barriers: Safety & Well-Being 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Adjustments Taking Place			
<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>				

Strategy 1: Implement a House System that focuses on rewarding positive behavior for teachers and students using LiveSchool to track progress.

Intended Audience: Teachers, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Teachers

Date(s) / Timeframe: Daily

Delivery Method: Tracking using LiveSchool

Staff Responsible: Campus Administration, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Train teachers and staff on the use of CHAMPS as a Tier 1 Behavior Management System.

Intended Audience: Teachers, Staff, Students

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches

Date(s) / Timeframe: On-going

Collaborating Departments: Teaching and Learning, Counseling

Delivery Method: Whole group, small group

Staff Responsible: Campuswide

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Barriers:

Safety & Well-Being
Barrier 1: 70% of all behavior referrals pertain to 4th to 6th grade students. Root Cause: The campus has not identified the most effective interventions to mitigate student discipline infractions.

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain but Consider a Change

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Minor Change