

# Splendor Independent School District



## Greenleaf Elementary School

## 2025-2026 Campus Improvement Plan

# 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

## Summary

At Greenleaf Elementary, our mission to cultivate exceptional people is anchored in our belief that every student can grow—academically, socially, and emotionally. Under Pillar 1: Student Learning and Progress, we reflect on two critical questions:

1. To what degree are all students demonstrating growth?
2. To what degree are we using data and developing a personalized learning environment to impact instruction for all students?

These questions guide how we assess success, support staff, and make decisions that prioritize students' needs and potential.

### How We Determined Our Focus for 2025–2026

To establish clear priorities for the upcoming year, we used a collaborative, data-informed process that included:

#### 1. Observations and Conversations

- Weekly PLCs and coaching cycles revealed that many teachers were using whole-group instruction, even when student data showed wide variation in readiness.
- Walkthrough data indicated inconsistent use of higher-order questioning and depth of knowledge (DOK) alignment in lesson delivery.
- Teachers expressed a need for more support using data to personalize instruction—particularly during Tier I core instruction and small-group time.

#### 2. Quantitative Student Data

- STAAR 2025 results showed low percentages of students reaching Meets (28% Reading, 32% Math) and Masters (12% Reading, 13% Math).

##### *2024 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

##### *2025 Overall STAAR Percentages for Approaches, Meets, and Masters by Subject:*

Reading- 67% Approaches, **28% Meets, 12% Masters**

Math- 66% Approaches, **32% Meets, 13% Masters**

Science- **65% Approaches, 23% Meets, 7% Masters**

##### *2025 STAAR Percentages for Approaches, Meets, and Masters by Grade and Subject:*

3rd Reading - **72% Approaches** (SISD 68%), **42% Meets** (SISD 37%), **13% Masters** (SISD 10%)

3rd Math - **76% Approaches** (SISD 64%), **37% Meets** (SISD 30%), **8% Masters** (SISD 7%)

**4th Reading - 69% Approaches (SISD 72%), 35% Meets (SISD 38%), 10% Masters (SISD 11%)**

4th Math - **75% Approaches** (SISD 57%), **54% Meets** (SISD 35%), **32% Masters** (SISD 21%)

5th Reading - **67% Approaches** (SISD 64%), **44% Meets** (SISD 42%), 13% Masters (SISD 15%)

5th Math - **62% Approaches** (SISD 59%), 29% Meets (SISD 29%), **14% Masters** (SISD 11%)

5th Science - **63% Approaches** (SISD 48%), **24% Meets** (SISD 15%), **7% Masters** (SISD 5%)

**6th Reading - 58% Approaches (SISD 71%), 32% Meets (SISD 41%), 8% Masters (SISD 13%)**

**6th Math - 52% Approaches (SISD 59%), 11% Meets (SISD 15%), 0% Masters (SISD 2%)**

- MAP Growth data highlighted strengths in Grades 3 and 4 Math but low growth percentages in Grade 5 across subjects.

**2025 NWEA Math MAP Data - Student Growth Projection Percentages:**

*Achievement Spring 2024-2025 Median and Distribution*

Grade	Well Below	Below	On Level	Above Level	High
K	15%	13%	25%	23%	24%
1	21%	19%	23%	17%	20%
2	36%	17%	23%	15%	9%
3	16%	20%	21%	33%	10%
4	23%	20%	18%	22%	17%
5	20%	28%	15%	27%	10%
6	35%	25%	20%	11%	9%

**2025 NWEA Reading MAP Data - Student Growth Projection Percentages:**

*Achievement Spring 2024-2025 Median and Distribution*

Grade	Well Below	Below	On Level	Above Level	High
K	27%	17%	20%	26%	10%
1	31%	30%	17%	13%	9%
2	39%	22%	15%	14%	10%
3	34%	22%	23%	14%	7%
4	30%	19%	29%	14%	8%
5	36%	19%	22%	14%	9%
6	43%	24%	17%	14%	2%

- We are beginning to see positive momentum in language acquisition for our emergent bilingual (EB) students between 2024 and 2025, especially compared to the prior year. TELPAS Progress Data is as follows:

**2023 to 2024 TELPAS Yearly Progress Indicator:**

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

2nd Grade: 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

**2024 to 2025 TELPAS Yearly Progress Indicator:**

**1st Grade:** 68% scored Same Level, 21% scored 1 Level Higher, 5% scored 2 Levels Higher

**2ndGrade:** 68% scored Same Level, 21% scored 1 Level Higher

**3rd Grade:** 19% scored Same Level, 65% scored 1 Level Higher, 11% scored 2 Levels Higher

**4th Grade:** 54% scored Same Level, 29% scored 1 Level Higher, 7% scored 2 Levels Higher

**5th Grade:** 48% scored Same Level, 45 % scored 1 Level Higher

6th Grade: 79% scored Same Level, 17% scored 1 Level Higher

### 3. Stakeholder Input

- Teachers voiced the need for tools and time to analyze student data more effectively and tailor instruction in real-time.
- Families expressed a desire for clearer communication about student progress and additional support for students striving to reach higher performance levels.
- Students shared that they feel motivated when they understand their goals and can see their growth.

### 4. Research-Aligned Practices

- Research affirms that student-centered data use, product-focused learning, and explicit goal setting are among the most effective practices to support growth and academic achievement.
- As a campus, we are aligning professional learning and systems to ensure teachers are equipped to implement those practices consistently.

### Our Status and Next Steps

We identified our current status for both key questions as needing **major change** based on:

- Gaps in Meets and Masters performance on STAAR.
- Inconsistent use of data to drive daily instructional decisions.
- Disparities in progress among student groups, especially emergent bilinguals.

For 2025–2026, we are focusing our efforts on:

- Building teacher capacity in small-group, data-driven instruction.
- Designing and implementing enrichment experiences that stretch students toward Masters level.
- Embedding student ownership of learning through data tracking, goal setting, and reflective conferences.

This work aligns directly with our district's CBAS priorities and our vision: *Right People. Right Things. Right Way. Right Resources. Right Relationships.*

## Strengths

At Greenleaf Elementary, our team is committed to ensuring all students demonstrate meaningful growth, and we have several key strengths that provide a solid foundation for continuous improvement. Based on our review of data, staff capacity, and stakeholder feedback, we believe we already have strong systems in place for Key Question 2 in this pillar:

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

### Evidence That We Have the Right Systems in Place

#### 1. Established PLC Structure Focused on Data Use

- Our Professional Learning Communities meet weekly and consistently analyze student performance from assessments, MAP reports, and classroom tasks.
- Teachers are grouping students intentionally for small group instruction based on formative data and MAP projected proficiency, which is reflected in walkthrough data and coaching observations.
- Our PLCs follow a structured agenda that supports alignment between standards, student data, and instructional planning.

## 2. Use of NWEA MAP Data for Student Growth Tracking

- Students in Grades 3–6 conference with teachers around MAP projected growth goals, and teachers use those results to inform differentiated instruction.
- Our leadership team has supported staff in interpreting MAP quadrant data to identify students who are high-achieving but under-growing, and those needing urgent intervention.

## 3. Emergent Bilingual Instructional Practices

- In 2024–2025, we began implementing Individual Language Plans for emergent bilingual students, and the early impact is promising. TELPAS progress indicators show strong growth especially in Grades 3–5.

## 4. Teacher Capacity for Small Group Instruction

- Teachers have received ongoing professional learning in data-driven small group instruction through coaching cycles.
- Evidence from classroom observations shows increasing teacher proficiency in adjusting groupings and instructional targets based on student needs.

Our current capacity allows us to confidently say that we are using data effectively to create personalized learning opportunities for all students, and this work continues to serve as a model of best practice within our campus.

# Barriers Identifying Student Learning & Progress Needs

	Barrier	Root Cause
1★	On the Spring 2025 STAAR, 32% of 3rd-6th grade students scored at the "Meets" level in Math and 28% in Reading, indicating that the majority of students are not yet mastering grade-level standards with the depth and consistency required for long-term success.	While teachers are using data in PLCs and implementing small group instruction, there is an ongoing need for deeper training in aligning instruction to the full depth of the standards, especially in applying higher-level questioning and conceptual problem solving. A
2★	On the Spring 2025 STAAR, only 13% of 3rd-6th grade students scored at the "Masters" level in Math and 12% in Reading, showing that a limited number of students are reaching the advanced levels of understanding and application expected at this performance standard.	Although small group instruction and targeted support have improved overall growth, the campus still lacks systematic opportunities for students to engage in rigorous, extended thinking tasks during core instruction. In many classrooms, instructional activities focus on proficiency and recall rather than transfer and depth, limiting students' ability to reach Masters-level performance.
3★	While there has been improvement in language acquisition for some grade levels, 54% of emergent bilingual students scored at the same proficiency level on TELPAS from 2024 to 2025, indicating that more than half of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.
4★	Only 60% of students met their projected growth in Math and 68% met their projected growth in Reading on the Spring 2025 MAP assessments. This indicates that a substantial portion of students are not making expected academic progress in foundational areas across the school year.	Students lack ownership of their learning due to limited goal setting and understanding of MAP's purpose, while teachers are not consistently using MAP data to address individual learning gaps in instruction.

★ = Priority

# Student Readiness

## Summary

At Greenleaf Elementary, we are committed to cultivating exceptional people by ensuring that every student is seen as more than a score. This means recognizing and nurturing each child's unique strengths, interests, and dreams. While we have implemented activities that support social-emotional growth and goal-setting in academic areas, our Campus Needs Assessment revealed a critical gap: students are not regularly or systematically asked to express their hopes and dreams, nor are we fully leveraging that information to guide instruction or enrichment.

To evaluate our progress toward this goal, we used the following methods:

### 1. Observations and Conversations

Teachers, counselors, and administrators reflected that while students frequently set academic goals (e.g., MAP growth targets), there is no consistent system in place to help them articulate their long-term dreams or connect school to their future. In classroom walkthroughs and during SEL time, we observed that student voice around aspirations was often general (“be good,” “do well”) rather than rooted in personal interests or career paths.

### 2. Stakeholder Input

- **Parent Feedback:** Families shared that they would love to see more career-focused events, mentorships, and hands-on learning that exposes students to real-world opportunities.
- **Staff Input:** Teachers reported a desire for tools and training to help students explore their talents beyond academics—particularly those related to the arts, leadership, service, and creative thinking.

### 3. Data Review

Our current enrichment and intervention structures, while academically focused, do not include a mechanism to collect or act on student aspirations. Additionally, no formal artifacts (portfolios, surveys, or inventories) currently exist to reflect students' individual hopes and dreams. As a result, this key question was rated as a “Maintain” in the plan, but deeper analysis showed it actually requires strategic development.

## Why We Chose to Focus on This Key Question

Focusing on Key Question 1 aligns with Splendora ISD's vision of life readiness and our campus mission to ensure everyone learns every day. By identifying students' dreams and linking them to their daily learning, we help them find purpose and ownership in their education.

This pillar is not just about college or career—it's about developing identity, motivation, and belonging. Our decision to address this gap is grounded in the belief that children thrive when they are known, affirmed, and inspired.

## Strengths

At Greenleaf Elementary, we have strong foundational systems that support life readiness by fostering student ownership, setting academic goals, and embedding reflection practices into our learning culture.

### Evidence That We Have the Right Systems in Place

1. **Goal-Setting Conferences Aligned to MAP Assessments** -Students in grades 2–6 meet one-on-one with their teachers after each MAP window (BOY, MOY, EOY) to review scores, reflect on growth, and set personalized academic goals.
2. **Data-Driven Instructional Adjustments** -Teachers use NWEA MAP data to tailor Tier 1 and Tier 2 instruction and create flexible groups for enrichment and intervention. Instructional Coaches support teachers in using quadrant reports and projected growth data.
3. **SEL and Positive School Culture Systems**-Life readiness is reinforced through our schoolwide House System and SEL routines such as morning “Sharing Good Things,” weekly character lessons, and structured behavior supports like CKH (Capturing Kids’

Hearts).

While we have identified a need to grow our systems related to understanding students' *hopes and dreams* (Key Question 1), we are confident that our existing practices under Key Question 2 provide a strong foundation for preparing students for future success.

# Barriers Identifying Student Readiness Needs

## Barrier

## Root Cause

1



While our campus is committed to nurturing student strengths and life readiness, students have not yet expressed their hopes and dreams in a systematic or intentional way. As a result, instructional and enrichment opportunities may not be fully aligned with each student's long-term aspirations or potential.

The campus has not established consistent systems or routines to help students identify, articulate, and track their individual hopes, dreams, and interests. This has limited our ability to design meaningful opportunities for career exploration and personal goal-setting that tap into each student's unique talents.

 = Priority

# Engaged, Well-Rounded Students

## Summary

On May 27, 2025, 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 2024-2025 school year increased to 92.9%. However, the percentage fell 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.

## 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	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="272 268 797 359">Greenleaf Elementary School's Average Daily Attendance Rate increased to 92.9% last year, falling short of our 95% attendance goal.</p>	<p data-bbox="902 268 1455 327">The campus' approach to incentivize attendance did not effectively address attendance issues.</p>

★ = Priority

# Community Engagement & Partnerships

## Summary

At Greenleaf Elementary, we believe meaningful partnerships with families begin with clear, consistent, and accessible communication. Our mission to “Cultivate Exceptional People” is not limited to students—it extends to families, staff, and the greater community. This pillar reflects our commitment to building right relationships, one of the core components of our district vision.

### How We Determined the Focus for Improvement:

To understand how well we were meeting the expectations of Key Question 2, we engaged in a comprehensive analysis of stakeholder experiences and feedback throughout the 2024–2025 school year:

- **Parent Input**-Through family surveys and informal parent feedback, we repeatedly heard that many felt overwhelmed by the volume and redundancy of messages sent through Parent Square. This input suggested not a lack of communication, but a lack of strategic coordination and clarity.
- **Staff Conversations**- Teachers and office staff expressed uncertainty about what information they were expected to communicate, when it should be sent, and whether someone else might already be sending the same information. These observations point to the absence of a systematic approach to communication.
- **Parent Square Analytics**- We reviewed data from the Parent Square platform, which showed an excess of posts on certain days, contributing to alert fatigue among families. Despite a high volume of messages, engagement data showed low open and response rates, indicating a disconnect between information being shared and information being received.
- **District Vision Alignment**: The CBAS framework calls us to ensure that stakeholders are not just informed—but engaged and able to interact with SISD personnel. This means communication must be more than frequent; it must be purposeful and two-way.

### How We Know the Status of Our Campus Efforts:

We know we are in a Minor Change status for this key question because:

- Stakeholders are receiving communication regularly.
- However, the quality, clarity, and coordination of that communication need improvement to ensure interaction is meaningful rather than burdensome.
- No formal system or common expectations currently guide how staff use communication tools like Parent Square.

These insights helped us identify a clear barrier and root cause and shaped our 2025–2026 goal: to improve the clarity and structure of stakeholder communication by developing campus-wide guidelines and tools that promote consistent, intentional outreach.

We will continue to monitor our progress through:

- Ongoing review of Parent Square usage data.
- Parent surveys each semester.
- Feedback gathered at family engagement events.
- Teacher and office staff reflection during team and leadership meetings.

## Strengths

At Greenleaf Elementary, our strength in community engagement is rooted in our intentional efforts to build strong, respectful

relationships with families and community partners. We are committed to ensuring that our families feel welcome, valued, and involved in their children's educational journey.

We have the systems and capacity in place to engage families and community members meaningfully. As a result, no major change is needed for this key question at this time.

### **Evidence of Strengths and Capacity:**

- **Regular Family Events:** We host multiple family engagement events each semester, including literacy nights, math nights, house celebrations, award assemblies, and parent training sessions. These events consistently draw large attendance and positive feedback from families.
- **Community Partnerships:** We have established partnerships with local organizations and businesses that contribute to campus events, student job programs, and staff appreciation efforts.
- **Two-Way Communication Channels:** Families have access to multiple ways to interact with the school, including Parent Square, phone calls, in-person meetings, and classroom apps.

### **Stakeholder Validation:**

- **Parent Survey Results (Spring 2025):** Over 80% of respondents agreed that Greenleaf provides opportunities for families to be involved in school activities.
- **Event Sign-in Logs:** Each major event has tracked attendance, with consistent participation from families across all grade levels.
- **Teacher and Leadership Feedback:** Staff report that families are actively engaged and respond positively to invitations to volunteer, attend, or collaborate.

# Barriers Identifying Community Engagement & Partnerships Needs

Barrier	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 321 862 443">Parents have reported receiving excessive, unclear, or duplicate notifications from Parent Square, which has led to frustration and disengagement from school communication efforts.</p>	<p data-bbox="902 321 1487 443">Teachers and staff at Greenleaf Elementary have not been provided with specific guidelines outlining the frequency, type, and timing of communication that should be sent to families using Parent Square.</p>

★ = Priority

# Professional Learning & Quality Staff

## Summary

At Greenleaf Elementary, we recognize that recruiting and retaining high-quality staff is critical to student success and directly aligned to the district's strategic vision of having the right people in the right roles. We closely examined our staffing data, stakeholder feedback, and internal processes to determine the current status and focus areas for improvement under this pillar.

### How We Evaluated Our Status:

During the 2024–2025 school year, Greenleaf had 79 total staff members—53 certified and 23 non-certified. At year's end:

- 9 staff members resigned, 1 retired, and 1 was non-renewed (14% turnover).
- 6 staff members were reassigned to the new Coleman 6th grade campus.
- 4 staff members were promoted internally (2 to district-level roles, 2 to certified teaching roles).

While our 86% retention rate is strong compared to national averages, the combination of turnover, promotions, and reassignment meant we had to fill over a quarter of our staff positions for the upcoming year. This impacted momentum in our instructional programs and added challenges in sustaining our campus culture.

We gathered insights from:

- Exit interviews to understand reasons for staff departure
- Staff climate surveys to identify areas for growth related to support and development
- Mentor and new teacher feedback, highlighting where additional support or clarity is needed

### Focus Area Selection:

Based on this analysis, we identified Key Question 1 as a priority. While some movement was expected (such as the 6th grade relocation and earned promotions), the volume of change revealed a need to improve our proactive planning for both recruitment and retention. We also found we needed stronger systems to support staff development pathways so that internal talent could be nurtured and retained more effectively.

### Relationship to District Strategic Plan:

Our strategies are designed to mirror the district's focus on:

- **Right People:** Recruiting and selecting mission-aligned candidates
- **Right Resources:** Providing support for certification, leadership development, and internal advancement
- **Right Relationships:** Building trust through personalized development conversations and responsive leadership

By embedding this into our Campus Improvement Plan, we are building a sustainable model for staff success that honors individual goals while advancing our collective mission of ensuring everyone learns every day.

## Strengths

At Greenleaf Elementary, we have several strong practices in place that align with the district's strategic plan to ensure we have the right people in the right roles, supported by meaningful professional development and strong internal relationships.

### Strengths and Capacity in Place:

Key Question 2: To what degree do we ensure that staff members are supported to grow and perform at high

levels?

We currently have well-established processes to support staff development and professional growth, and evidence suggests these systems are positively impacting both performance and morale.

**Evidence of Capacity:**

- **Campus Coaching Systems:** Our instructional coaches provide consistent, job-embedded support aligned with both teacher needs and student data. Coaching logs and feedback cycles show improved teacher instructional moves and stronger alignment with district curriculum.
- **Support for New Teachers:** All new teachers are matched with a campus team lead.
- **Leadership Development:** We have successfully supported the internal promotion of two non-certified staff to certified roles, and two certified staff into district-level positions this year—demonstrating our ability to grow talent from within.
- **Targeted PD Opportunities:** We offer regular PLCs, campus learning days, and differentiated PD aligned to campus and district priorities. Agendas, sign-in sheets, and session feedback reflect consistent participation and application.

Given these strong practices and positive feedback from staff, no major change is needed at this time for Key Question 2. Our focus will remain on refining and sustaining these efforts while leveraging them to support future recruitment and retention.

# Barriers Identifying Professional Learning & Quality Staff Needs

Barrier	Root Cause
<p><b>1</b> <b>★</b></p> <p>Although Greenleaf Elementary had an 86% retention rate in 2024-2025, 14% of staff members left due to resignation, retirement, or non-renewal. An additional 13% of staff members either transitioned to the new 6th grade Coleman campus or were promoted to other positions, which resulted in the need to fill 27% of staff roles. This level of staffing change presents challenges in sustaining consistency</p>	<p>There is not yet a structured, campus-level system to align recruitment, internal growth, and staff capacity-building with district strategic goals.</p>

**★ = Priority**

# 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. In evaluating our efforts under Pillar 7, we asked: Are students and staff physically and emotionally safe, and do they feel supported?

To answer this, we looked closely at discipline data, observations, stakeholder input, and trends in behavior. Across the 2024–2025 school year, we documented 109 total referrals, including:

- 22 incidents of horseplay
- 2 physical fights
- 1 improper use of a cellphone
- 6 threats made toward other students
- 3 insubordination referrals
- 2 out-of-location referrals

While the majority of incidents were non-violent, the presence of threats, fights, and defiance-related referrals signaled a need to strengthen our Tier 1 behavior expectations and our systems for conflict resolution and emotional regulation.

## Evidence and Stakeholder Voice

- Teacher feedback revealed concerns about the consistency of behavior expectations in upper grades
- Student conversations showed a need for clear rewards, peer connection opportunities, and support navigating social dynamics.
- Parent communication logs showed an increase in behavior-related calls tied to peer conflict or repeated noncompliance.
- Our campus referral data confirmed that while most students respond to early interventions, some students escalate without clear Tier 2 supports in place.

As we reflected, we found that while tools like LiveSchool and CHAMPS were in place, the implementation fidelity and follow-through needed strengthening.

## Our Commitment

At Greenleaf Elementary, we are committed to cultivating a safe, inclusive, and emotionally supportive school culture where students and staff thrive. Moving forward, we will strengthen our approach to safety and well-being through the following key actions:

- Building a positive school culture rooted in Capturing Kids' Hearts (CKH) and our House System, creating a strong sense of connection, belonging, and shared responsibility among students and staff.
- Expanding SEL instruction by increasing the frequency and intentionality of social-emotional learning lessons, helping students develop the self-awareness, emotional regulation, and relationship skills they need to succeed.
- Providing continued professional development on classroom management strategies and self-regulation techniques, equipping teachers with tools to proactively address behavior and support student growth.
- Strengthening our positive behavior systems and recognition aligned to CKH and House expectations, so students are regularly affirmed for meeting behavioral and academic goals.

- Embedding daily affirmations and meaningful encouragement into our routines to ensure every student and staff member feels valued, seen, and supported.

Together, these efforts reflect our belief that when students and staff feel emotionally safe and connected, they are better able to engage in learning, contribute positively to the school community, and reach their full potential.

## Strengths

We have several strong systems and practices already in place to support safety and well-being for students and staff. These established structures provide evidence that certain key questions under Pillar 7 do not require major changes at this time.

We have a solid foundation in place to support student well-being:

- Social-emotional learning (SEL) practices are embedded into our weekly routines through morning meetings, “Sharing Good Things,” and intentional use of Capturing Kids’ Hearts (CKH) tools such as Social Contracts and affirmations
- The House System promotes positive peer relationships and creates a schoolwide sense of belonging and community.
- Student surveys and conversations show that students feel connected to their teachers and peers, especially when SEL routines and relationship-building strategies are consistently used.

These systems are functioning effectively, and staff have the capacity and training to sustain and improve them. Continued focus on consistency and small refinements (e.g., expanding SEL frequency) will help us maintain this progress.

# Barriers Identifying Safety & Well-Being Needs

## Barrier

## Root Cause

1



A disproportionate number of discipline referrals--specifically incidents involving horseplay, threats, and physical conflict--occur in 4th to 5th grade, accounting for the majority of behavioral infractions campus-wide.

Campus-wide Tier 1 behavior expectations are inconsistently reinforced in upper grades. Staff need additional training and tools for managing escalating behaviors through proactive strategies, emotional regulation supports, and aligned consequences.

 = Priority



# Priority Problem Statements

## Barrier

## Root Cause

1  
★

Greenleaf Elementary School's Average Daily Attendance Rate increased to 92.9% last year, falling short of our 95% attendance goal.

The campus' approach to incentivize attendance did not effectively address attendance issues.

2  
★

Although Greenleaf Elementary had an 86% retention rate in 2024-2025, 14% of staff members left due to resignation, retirement, or non-renewal. An additional 13% of staff members either transitioned to the new 6th grade Coleman campus or were promoted to other positions, which resulted in the need to fill 27% of staff roles. This level of staffing change presents challenges in sustaining consistency.

There is not yet a structured, campus-level system to align recruitment, internal growth, and staff capacity-building with district strategic goals.

3  
★

A disproportionate number of discipline referrals--specifically incidents involving horseplay, threats, and physical conflict--occur in 4th to 5th grade, accounting for the majority of behavioral infractions campus-wide.

Campus-wide Tier 1 behavior expectations are inconsistently reinforced in upper grades. Staff need additional training and tools for managing escalating behaviors through proactive strategies, emotional regulation supports, and aligned consequences.

4  
★

On the Spring 2025 STAAR, 32% of 3rd-6th grade students scored at the "Meets" level in Math and 28% in Reading, indicating that the majority of students are not yet mastering grade-level standards with the depth and consistency required for long-term success.

While teachers are using data in PLCs and implementing small group instruction, there is an ongoing need for deeper training in aligning instruction to the full depth of the standards, especially in applying higher-level questioning and conceptual problem solving. A

5  
★

On the Spring 2025 STAAR, only 13% of 3rd-6th grade students scored at the "Masters" level in Math and 12% in Reading, showing that a limited number of students are reaching the advanced levels of understanding and application expected at this performance standard.

Although small group instruction and targeted support have improved overall growth, the campus still lacks systematic opportunities for students to engage in rigorous, extended thinking tasks during core instruction. In many classrooms, instructional activities focus on proficiency and recall rather than transfer and depth, limiting students' ability to reach Masters-level performance.

6★

While there has been improvement in language acquisition for some grade levels, 54% of emergent bilingual students scored at the same proficiency level on TELPAS from 2024 to 2025, indicating that more than half of our EB students are still showing limited annual progress in language development.

Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

7★

Only 60% of students met their projected growth in Math and 68% met their projected growth in Reading on the Spring 2025 MAP assessments. This indicates that a substantial portion of students are not making expected academic progress in foundational areas across the school year.

Students lack ownership of their learning due to limited goal setting and understanding of MAP's purpose, while teachers are not consistently using MAP data to address individual learning gaps in instruction.

8★

Parents have reported receiving excessive, unclear, or duplicate notifications from Parent Square, which has led to frustration and disengagement from school communication efforts.

Teachers and staff at Greenleaf Elementary have not been provided with specific guidelines outlining the frequency, type, and timing of communication that should be sent to families using Parent Square.

9★

While our campus is committed to nurturing student strengths and life readiness, students have not yet expressed their hopes and dreams in a systematic or intentional way. As a result, instructional and enrichment opportunities may not be fully aligned with each student's long-term aspirations or potential.

The campus has not established consistent systems or routines to help students identify, articulate, and track their individual hopes, dreams, and interests. This has limited our ability to design meaningful opportunities for career exploration and personal goal-setting that tap into each student's unique talents.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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
- 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 HB3 Pillar

To what degree are all students demonstrating growth?

Initial Status: Major Change

### System Response (Goal) 1

Achieve equitable outcomes for all students.

**Evidence of Success:** Increase the percentage of students achieving Meets Grade Level performance on the STAAR Reading and Math assessments to 50% across all tested grade levels for the 2025-2026 school year

**Staff Responsible:** Campus administration, Instructional Coaches, Teachers, and Interventionists.

**Barriers:** Student Learning & Progress 1

### Formative Reviews

On Track

October

January

March

June

### Strategy 1

Expand use of small group instruction based on real-time formative data. Each teacher will implement targeted Tier I interventions aligned to MAP projected growth goals.

**Intended Audience:** Teachers

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

**Date(s) / Timeframe:** Weekly

**Delivery Method:** PLC-driven planning and fidelity checks

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Strategy 2

Implement instructional rounds with coaching support focused on DOK Level 2 and 3 questioning in daily lessons. Teachers will engage in peer walkthroughs and debriefs every 6

weeks.

**Intended Audience:** Teachers, Interventionists

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

**Date(s) / Timeframe:** 6 Week Cycles

**Delivery Method:** Coaching cycles and PLC Debriefs

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

## System Response (Goal) 2

Achieve equitable outcomes for all students.

**Evidence of Success:** Increase the percentage of students achieving Masters Grade Level performance on the STAAR Reading and Math assessments to 30% across all tested grade levels for the 2025-2026 school year

**Staff Responsible:** Campus administration, Instructional Coaches, Teachers, and Interventionists.

**Barriers:** Student Learning & Progress 2

### Formative Reviews

On Track

**October**

**January**

**March**

**June**

### Strategy 1

Establish an "Enrichment Block" where students engage in problem-based tasks targeting depth of understanding and real-world application aligned with STAAR Masters rigor that incorporate product-focused activities and project based learning.

**Intended Audience:** All students, GT & High-achieving focus

**Provider / Presenter / Person Responsible:** Teacher, Instructional Coaches

**Date(s) / Timeframe:** Every 3 weeks

**Collaborating Departments:** Gifted and Talented, Response to Intervention

**Delivery Method:** Hands-on projects and academic competitions

**Staff Responsible:** Teachers

**TEA Priorities:** Build a foundation of reading and math

### Strategy 2

Create a data cohort for students who scored within 10 points of Masters on STAAR and

provide before or after-school challenge tutorials that focus on extended reasoning and strategic thinking.

**Intended Audience:** High-potential students

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

**Date(s) / Timeframe:** Once per week

**Collaborating Departments:** Gifted and Talented, Response to Intervention

**Delivery Method:** Targeted tutorial groups

**Staff Responsible:** Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Strategy 3

Implement a weekly writing task in each content area that includes an extended constructed response aligned to STAAR. These tasks will require students to support their thinking with evidence, use academic language, and apply multi-step reasoning. Teachers will provide feedback consistently using writable.com as a tool for providing feedback.

**Intended Audience:** All students, teachers in ELAR, SS, and Science

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

**Date(s) / Timeframe:** Weekly

**Delivery Method:** Lesson plan submission with embedded writing tasks; feedback provided through walkthroughs and coaching cycles

**Staff Responsible:** Teachers

**TEA Priorities:** Build a foundation of reading and math

### System Response (Goal) 3

Achieve equitable outcomes for all students.

**Evidence of Success:** 70% of emergent bilingual students at Greenleaf Elementary will show one or more proficiency level gains on TELPAS by the end of the 2025-2026 school year.

**Staff Responsible:** Campus administration, Instructional Coaches, Teachers, and Interventionists.

**Barriers:** Student Learning & Progress 3

### Formative Reviews

On Track

## 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:** 3 Times per Year (BOY, MOY, EOY)

**Collaborating Departments:** Dual Language

**Delivery Method:** Direct Instruction

**Staff Responsible:** Teachers

**TEA Priorities:** Build a foundation of reading and math

## Strategy 2

Implement consistent use of Summit K-12 to provide targeted listening, speaking, reading, and writing practice that mirrors TELPAS expectations and supports individualized language development.

**Intended Audience:** Emergent Bilingual Students

**Provider / Presenter / Person Responsible:** Teachers, Instructional Coaches

**Date(s) / Timeframe:** Weekly

**Delivery Method:** small group and station-based instruction using Summit K-12 digital platform; tracked via program usage reports

**TEA Priorities:** Build a foundation of reading and math

## Key Question 1 Barriers Identifying Student Learning & Progress

Barrier	Root Cause
<p><b>1</b></p> <p>On the Spring 2025 STAAR, 32% of 3rd-6th grade students scored at the "Meets" level in Math and 28% in Reading, indicating that the majority of students are not yet mastering grade-level standards with the depth and consistency required for long-term success.</p>	<p>While teachers are using data in PLCs and implementing small group instruction, there is an ongoing need for deeper training in aligning instruction to the full depth of the standards, especially in applying higher-level questioning and conceptual problem solving. A</p>
<p><b>2</b></p> <p>On the Spring 2025 STAAR, only 13% of 3rd-6th grade students scored at the "Masters" level in Math and 12% in Reading, showing that a limited number of students are reaching the advanced levels of understanding and application expected at this performance standard.</p>	<p>Although small group instruction and targeted support have improved overall growth, the campus still lacks systematic opportunities for students to engage in rigorous, extended thinking tasks during core instruction. In many classrooms, instructional activities focus on proficiency and recall rather than transfer and depth, limiting students' ability to reach Masters-level performance.</p>
<p><b>3</b></p> <p>While there has been improvement in language acquisition for some grade levels, 54% of emergent bilingual students scored at the same proficiency level on TELPAS from 2024 to 2025, indicating that more than half of our EB students are still showing limited annual progress in language development.</p>	<p>Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.</p>

## Key Question 2 HB3 Pillar

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

**Initial Status:** Minor Change

### System Response (Goal) 1

Achieve equitable outcomes for all students.

**Evidence of Success:** 100% of students conference with a teacher to set academic growth goals.

**Staff Responsible:** Teachers lead student goal-setting conferences and adjust instruction based on data.

Instructional Coaches provide training and monitor implementation of data-driven instruction. Campus Administration ensure fidelity through PLC attendance, walkthroughs, and data review.

**Barriers:** Student Learning & Progress 4

## Formative Reviews

On Track

**October**

**January**

**March**

**June**

### Strategy 1

Implement a structured Goal-Setting Conference Protocol in which every student in Grades K-5 meets one-on-one with their teacher (BOY, MOY, EOY). During the conference, students will review their scores, reflect on their progress, and set personalized goals for the next assessment window.

**Intended Audience:** Students in Grades K-5, Classroom Teachers

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

**Date(s) / Timeframe:** Three Times per Year

**Delivery Method:** Student conferences held during station time, independent work, or intervention blocks

Teachers will use a standardized goal-setting form or digital tracker to document the conference, which will be submitted to administration for accountability

Instructional coaches will support teachers during the first window with modeling and templates to ensure fidelity

**Staff Responsible:** Teachers

**TEA Priorities:** Build a foundation of reading and math

## Key Question 2 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

4

Only 60% of students met their projected growth in Math and 68% met their projected growth in Reading on the Spring 2025 MAP assessments. This indicates that a substantial portion of students are not making expected academic progress in foundational areas across the school year.

Students lack ownership of their learning due to limited goal setting and understanding of MAP's purpose, while teachers are not consistently using MAP data to address individual learning gaps in instruction.

# 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:** Minor Change

### System Response (Goal) 1

Build student readiness by developing systems that identify and nurture students' strengths, talents, and aspirations.

**Evidence of Success:** 100% of students complete a "My Hopes & Dreams" inventory by Fall 2025  
100% of students participate in at least one career awareness activity each semester.

**Staff Responsible:** Counselor, Teachers, Campus Administration

**Barriers:** Student Readiness 1

### Formative Reviews

On Track

**October**

**January**

**March**

**June**

### Strategy 1

Create and implement a campus-wide system to help students identify and track their strengths, talents, and dreams.

**Intended Audience:** All Students (PK-5)

**Provider / Presenter / Person Responsible:** Counselor, Teachers

**Date(s) / Timeframe:** Launch by September 2025; revisited quarterly during SEL or House meetings

**Delivery Method:** Digital portfolio or paper-based "Hopes & Dreams" journals

**Staff Responsible:** Counselor, Teachers

**TEA Priorities:** Build a foundation of reading and math

### Strategy 2

Introduce monthly career exploration activities that align with student-identified interests and expose students to a variety of future pathways.

**Intended Audience:** All students

**Provider / Presenter / Person Responsible:** Specials Teachers, Counselor

**Date(s) / Timeframe:** Monthly activities integrated into Enrichment/Specials classes

**Delivery Method:** Career videos, "Dream Job of the Month," interactive activities

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

## Key Question 1 Barriers Identifying Student Readiness

Barrier	Root Cause
<p><b>1</b> While our campus is committed to nurturing student strengths and life readiness, students have not yet expressed their hopes and dreams in a systematic or intentional way. As a result, instructional and enrichment opportunities may not be fully aligned with each student's long-term aspirations or potential.</p>	<p>The campus has not established consistent systems or routines to help students identify, articulate, and track their individual hopes, dreams, and interests. This has limited our ability to design meaningful opportunities for career exploration and personal goal-setting that tap into each student's unique talents.</p>

## Key Question 2

To what degree are we preparing students for life readiness?

**Initial Status:** Minor Change

### System Response (Goal) 1

Ensure that all students are equipped with the academic skills, self-awareness, and social-emotional competencies necessary for future success by embedding goal-setting, real-world learning opportunities, and SEL instruction into daily practice.

**Evidence of Success:** 100% of students in grades 2-6 will participate in MAP goal-setting conferences after each administration.

At least 90% of students will engage in weekly SEL lessons focused on decision-making, resilience, and collaboration.

**Staff Responsible:** Campus Administration, Classroom Teachers, Instructional Coaches, Counselor, Specials Team

**Barriers:** Student Readiness 1

## Formative Reviews

On Track

October

January

March

June

### Strategy 1

Facilitate SEL Lessons Aligned to CASEL Competencies

**Intended Audience:** All Students

**Provider / Presenter / Person Responsible:** Counselor, Teachers

**Date(s) / Timeframe:** Weekly

**Collaborating Departments:** Specials Teachers

**Delivery Method:** Direct instruction and integration into House Meetings and classroom routines

**Staff Responsible:** Counselor, Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Key Question 2 Barriers Identifying Student Readiness

Barrier

Root Cause

1

While our campus is committed to nurturing student strengths and life readiness, students have not yet expressed their hopes and dreams in a systematic or intentional way. As a result, instructional and enrichment opportunities may not be fully aligned with each student's long-term aspirations or potential.

The campus has not established consistent systems or routines to help students identify, articulate, and track their individual hopes, dreams, and interests. This has limited our ability to design meaningful opportunities for career exploration and personal goal-setting that tap into each student's unique talents.

# Pillar 3 Engaged, Well-Rounded Students

## Key Question 1

To what degree do students demonstrate noble actions?

**Initial Status:** Maintain

## Key Question 2 HB3 Pillar

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

**Initial Status:** Major Change

### System Response (Goal) 1

Focus on their individual success.

**Evidence of Success:** Students have 95% attendance every 6 weeks.

**Staff Responsible:** Campus Administration, Registrar, Teachers

**Barriers:** Engaged, Well-Rounded Students 1

### Formative Reviews

On Track

**October**

**January**

**March**

**June**

### Strategy 1

Launch Attendance Incentive Program- Recognize and reward students with high attendance each 9 weeks using tiered incentives (e.g., attendance certificates, prize drawings, classroom celebrations, school-wide recognition).

**Intended Audience:** All Students

**Provider / Presenter / Person Responsible:** Counselor, Attendance Clerk, Classroom Teachers, Office Staff

**Date(s) / Timeframe:** Beginning of school year through all four 6-week grading periods

**Collaborating Departments:** Counselor, Attendance Clerk, Classroom Teachers, Office Staff

**Delivery Method:** Monthly and 9-week celebrations, public recognition (bulletin boards, recognition at House Rallies, announcements, parent communication)

**Staff Responsible:** Principal (oversight), Attendance Clerk (data), Counselor (recognition), Classroom Teachers (student communication and encouragement)

- Action Steps:**
1. Monitor attendance weekly and monthly by classroom
  2. Highlight students with perfect or improved attendance each 9 weeks
  3. Celebrate attendance in House Rallies and through tangible rewards
  4. Reinforce expectations with families via Parent Square

**TEA Priorities:** Build a foundation of reading and math

## Strategy 2

Create a rotating schedule of student-led and staff-sponsored morning clubs based on student interests (e.g., art, chess, coding, gardening, music, robotics, storytelling) that meet before school starts.

**Intended Audience:** All students (Grades K-5)

**Provider / Presenter / Person Responsible:** Teachers

**Date(s) / Timeframe:** Launch in September 2025, ongoing weekly

**Collaborating Departments:** Counseling, Specials Team, Club Sponsors, Front Office, Attendance Clerk

**Delivery Method:** Morning club sign-up forms, parent communication via Parent Square, announcements

**Staff Responsible:** Assistant Principal (lead), Counselor (survey and planning), Teachers, Attendance Clerk (monitor data)

- Action Steps:**
1. Survey students to identify interest areas
  2. Assign staff/volunteers to sponsor clubs
  3. Schedule weekly club rotations before school
  4. Promote clubs via classroom, announcements, and flyers
  5. Track club attendance and impact on tardies/absences

**TEA Priorities:** Build a foundation of reading and math

# Key Question 2 Barriers Identifying Engaged, Well-Rounded Students

Barrier	Root Cause
<b>1</b> Greenleaf Elementary School's Average Daily Attendance Rate increased to 92.9% last year, falling short of our 95% attendance goal.	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

## Key Question 2 HB3 Pillar

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

**Initial Status:** Minor Change

### System Response (Goal) 1

Ensure that all stakeholders are adequately informed and are able to interact effectively with SISD personnel through clear, purposeful, and consistent communication practices.

**Evidence of Success:** Parent feedback from surveys and focus groups will show a 25% increase in satisfaction with communication clarity and frequency by Spring 2026. Parent Square analytics will reflect increased engagement (e.g., open rates, click-throughs) and reduced message volume per week.

**Staff Responsible:** Campus Administration, Instructional Coaches, Classroom Teachers, Office Staff

**Barriers:** Community Engagement & Partnerships 1

#### Formative Reviews

On Track

**October**

**January**

**March**

**June**

#### Strategy 1

Develop Parent Communication Guidelines-Create and train staff on campus-wide guidelines that clarify what types of information must be sent to families, who should send it, and how frequently communication should occur using Parent Square.

**Intended Audience:** Teachers, Office Staff, Administration

**Provider / Presenter / Person Responsible:** Campus Administration

**Date(s) / Timeframe:** Developed in August 2025; reviewed quarterly

**Collaborating Departments:** Team Leaders

**Delivery Method:** Staff meeting and handbook

**Staff Responsible:** Teachers, Office Staff, Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

## Strategy 2

Establish a Campus-Wide Communication Log- Implement a parent communication log to allow staff to plan and streamline communication.

**Intended Audience:** Teachers, Admin

**Provider / Presenter / Person Responsible:** Campus Administration

**Date(s) / Timeframe:** Launched August 2025, monitored monthly

**Collaborating Departments:** Office Staff, Team Leads

**Delivery Method:** Shared on GLE HUB

**Staff Responsible:** Teachers, Admin

**TEA Priorities:** Recruit, support, retain teachers and principals

## Key Question 2 Barriers Identifying Community Engagement & Partnerships

Barrier

Root Cause

1

Parents have reported receiving excessive, unclear, or duplicate notifications from Parent Square, which has led to frustration and disengagement from school communication efforts.

Teachers and staff at Greenleaf Elementary have not been provided with specific guidelines outlining the frequency, type, and timing of communication that should be sent to families using Parent Square.

# Pillar 5 Professional Learning & Quality Staff

## Key Question 1 HB3 Pillar

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

**Initial Status:** Minor Change

### System Response (Goal) 1

Retaining High-Quality Teachers and Staff

**Evidence of Success:** Improved retention rate to 90%+ for the 2025-2026 school year.

**Staff Responsible:** Campus Administration

**Barriers:** Professional Learning & Quality Staff 1

#### Formative Reviews

On Track

October

January

March

June

#### Strategy 1

Conduct 1-on-1 "stay interviews" with all staff in the fall and spring to ask what's working, what's challenging, and what would keep them at Greenleaf.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** Campus Administrators

**Date(s) / Timeframe:** October and March

**Collaborating Departments:** Instructional Coaches,

**Delivery Method:** Scheduled interviews; follow-up summary reviewed by leadership team

**Staff Responsible:** Campus Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Strategy 2

Build positive culture through appreciation aligned with values including: -Weekly shoutouts in staff newsletter tied to CKH and House Points -Monthly "Above and Beyond" recognition

voted by peers -End-of-year awards aligned to mission/vision

**Intended Audience:** All Staff/Students

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

**Date(s) / Timeframe:** Weekly/Monthly

**Delivery Method:** Newsletter, staff meetings, visual displays

**Staff Responsible:** Campus Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

## Key Question 1 Barriers Identifying Professional Learning & Quality Staff

Barrier	Root Cause
<p><b>1</b> Although Greenleaf Elementary had an 86% retention rate in 2024-2025, 14% of staff members left due to resignation, retirement, or non-renewal. An additional 13% of staff members either transitioned to the new 6th grade Coleman campus or were promoted to other positions, which resulted in the need to fill 27% of staff roles. This level of staffing change presents challenges in sustaining consistent</p>	<p>There is not yet a structured, campus-level system to align recruitment, internal growth, and staff capacity-building with district strategic goals.</p>

## Key Question 2

To what degree are we inducting new employees into our learning organization?

**Initial Status:** Maintain

### System Response (Goal) 1

Retaining High-Quality Teachers and Staff

**Evidence of Success:** Increased staff satisfaction in end-of-year surveys related to induction and onboarding.

**Staff Responsible:** Campus Administrators, Instructional Coaches, Mentors, Support Staff.

**Barriers:** Professional Learning & Quality Staff 1

### Formative Reviews

On Track

### Strategy 1

Assess the impact of induction activities to improve on the induction process and ensure that induction has a positive effect on staff performance and feelings about the school.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** Campus Leadership, Team Leads, Design Team

**Date(s) / Timeframe:** Fall and Spring

**Collaborating Departments:** Instructional Coaches

**Delivery Method:** Calendar of events, feedback forms

**Staff Responsible:** Campus Leadership, Team Leads, Design Team

**TEA Priorities:** Recruit, support, retain teachers and principals

### Key Question 2 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

1

Although Greenleaf Elementary had an 86% retention rate in 2024-2025, 14% of staff members left due to resignation, retirement, or non-renewal. An additional 13% of staff members either transitioned to the new 6th grade Coleman campus or were promoted to other positions, which resulted in the need to fill 27% of staff roles. This level of staffing change presents challenges in sustaining consistent

There is not yet a structured, campus-level system to align recruitment, internal growth, and staff capacity-building with district strategic goals.

### 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

## 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 HB3 Pillar

To what degree do our students and staff feel safe at school?

**Initial Status:** Major Change

### System Response (Goal) 1

Create a positive and effective learning environment for all students.

**Evidence of Success:** Tier 3 Discipline infractions decrease by 30% by May 2026, particularly among 4th-5th grade students.

**Staff Responsible:** Campus Administration, Instructional Coaches, Teachers

**Barriers:** Safety & Well-Being 1

#### Formative Reviews

On Track

**October**

**January**

**March**

**June**

#### Strategy 1

Create, trian and implement Tier 1 and 2 systems to help students learn to self-regulate before reaching Tier 3 behavior.

**Intended Audience:** Teachers, Students, Parents

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

**Date(s) / Timeframe:** Daily

**Delivery Method:** Whole group PD and in-class coaching

**Staff Responsible:** Teachers, Campus Administration

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

#### Strategy 2

Provide staff-wide CHAMPS behavior management training, followed by classroom coaching

to ensure fidelity and tiered supports.

**Intended Audience:** Teachers, Staff, Students

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

**Date(s) / Timeframe:** Initial training in August; follow-up monthly

**Collaborating Departments:** Teaching and Learning, Counseling

**Delivery Method:** Whole group PD and in-class coaching

**Staff Responsible:** Campuswide

**TEA Priorities:** Recruit, support, retain teachers and principals

## Key Question 1 Barriers Identifying Safety & Well-Being

Barrier

Root Cause

1

A disproportionate number of discipline referrals--specifically incidents involving horseplay, threats, and physical conflict--occur in 4th to 5th grade, accounting for the majority of behavioral infractions campus-wide.

Campus-wide Tier 1 behavior expectations are inconsistently reinforced in upper grades. Staff need additional training and tools for managing escalating behaviors through proactive strategies, emotional regulation supports, and aligned consequences.

## Key Question 2

To what degree do we ensure social well-being for all students?

**Initial Status:** Major Change

### System Response (Goal) 1

Develop social-emotional competencies and self-regulation skills for all students.

**Evidence of Success:** Student survey responses in spring 2026 will show at least a 15% increase in students reporting they know how to resolve conflict and regulate emotions at school.

**Staff Responsible:** Counselor, Teachers

**Barriers:** Safety & Well-Being 1

### Formative Reviews

On Track

**October**

**January**

**March**

**June**

## Strategy 1

Incorporate a schoolwide SEL lesson each week aligned to CASEL competencies.

**Intended Audience:** All Students

**Provider / Presenter / Person Responsible:** Counselor, Teachers

**Date(s) / Timeframe:** Weekly

**Collaborating Departments:** Counseling, Specials Teachers

**Delivery Method:** Weekly Whole-Group Lessons

**Staff Responsible:** Counselor, Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals

## Strategy 2

Provide small-group counseling sessions for students needing support with peer relationships, self-control, and resilience.

**Intended Audience:** Tier 2/Tier 3 students

**Provider / Presenter / Person Responsible:** Counselor

**Date(s) / Timeframe:** Weekly

**Delivery Method:** Small groups during enrichment

**Staff Responsible:** Counselor

**TEA Priorities:** Recruit, support, retain teachers and principals

## Key Question 2 Barriers Identifying Safety & Well-Being

Barrier

Root Cause

1

A disproportionate number of discipline referrals--specifically incidents involving horseplay, threats, and physical conflict--occur in 4th to 5th grade, accounting for the majority of behavioral infractions campus-wide.

Campus-wide Tier 1 behavior expectations are inconsistently reinforced in upper grades. Staff need additional training and tools for managing escalating behaviors through proactive strategies, emotional regulation supports, and aligned consequences.

## Key Question 3

To what degree do we ensure social well-being for all staff?

**Initial Status:** Minor Change

## System Response (Goal) 1

Promote a culture of care and connection for all staff.

**Evidence of Success:** End-of-year staff survey will indicate at least 80% of staff feel their social-emotional well-being is supported regularly by campus leadership.

**Staff Responsible:** Campus Administration, Counselor

**Barriers:** Professional Learning & Quality Staff 1

### Formative Reviews

On Track

**October**

**January**

**March**

**June**

### Strategy 1

Establish a Resilience Committee to lead monthly wellness activities (e.g., walking groups, mindful minutes, potlucks, stress relief stations).

**Intended Audience:** All staff

**Provider / Presenter / Person Responsible:** Counselor, Resilience Committee

**Date(s) / Timeframe:** Monthly

**Delivery Method:** Campus events, newsletters, wellness tips

**Staff Responsible:** Counselor, Resilience Committee

**TEA Priorities:** Recruit, support, retain teachers and principals

### Strategy 2

The principal and assistant principal will schedule bi-weekly "culture time" to intentionally build morale, promote relational capacity, and support staff well-being. Including: Pop-up "Sunshine Cart" with snacks, drinks, and positive notes "Walk and Talks" with staff during planning to check in personally "5-Minute Fridays" - quick celebrations and shoutouts in team huddles Weekly handwritten thank-you notes recognizing effort and growth Hosting monthly staff lunches or themed appreciation days Organizing short wellness moments (e.g., breathing/stretch breaks, gratitude wall) Sharing positive student stories and parent feedback in newsletters or huddles

**Intended Audience:** All staff

**Provider / Presenter / Person Responsible:** Principal, Assistant Principal

**Date(s) / Timeframe:** Every other week (twice per month minimum)

**Delivery Method:** Whole staff, small group, or one-on-one

**Staff Responsible:** Principal, Assistant Principal

### Key Question 3 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

1

Although Greenleaf Elementary had an 86% retention rate in 2024-2025, 14% of staff members left due to resignation, retirement, or non-renewal. An additional 13% of staff members either transitioned to the new 6th grade Coleman campus or were promoted to other positions, which resulted in the need to fill 27% of staff roles. This level of staffing change presents challenges in sustaining consistent

There is not yet a structured, campus-level system to align recruitment, internal growth, and staff capacity-building with district strategic goals.