Richardson Independent School District

Greenwood Hills Elementary

2023-2024 Campus Improvement Plan

Board Approval Date: October 12, 2023

Mission Statement

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

Vision

Every Child. Every Teacher. Every Leader. Every Day.

Value Statement

Intergrity - Inspiration - Inclusiveness - Innovation

Table of Contents

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Student Learning: Purpose: **How are our students doing?**
Potential Content: Student achievement and progress on state/local assessments, MAP, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

Student Learning Summary

Sample: CAMPUS is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA Map Data for our campus shows:
Note - if inserting a graph or chart - Plan for Learning requires you to submit tables and graphs to the appendix.. To submit tables to the appendix click the gear icon in the upper right of your plan for learning screen. State in summary - Assessment performance tables can be found in the Appendix.

2023 STAAR Accountability Results (insert when available)

CCMR/ AP/ Dual Credit Data

Student Learning Strengths

Student Learning Strengths: Add bullet points highlighting student performance strengths.
- 56% of students met projected growth measures in reading and 59% in math from fall 2021 to fall 2022 on NWEA MAP assessments
- Campus students grew academically in all subjects and grade levels as measured on 2022 STAAR Progress Measure with a district 2022 accountability ranking of B (84).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Example: All students are not yet meeting growth goals

School Processes & Programs

School Processes & Programs Summary

Greenwood Hills teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding. We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success. Greenwood Hills offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:
(Select)

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Response to Intervention
- Special Education Services
- Student Services
- Extracurricular Activities

School Processes & Programs Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students.

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.

Perceptions

Perceptions Summary

Greenwood Hills is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Perceptions Strengths

Greenwood Hills teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
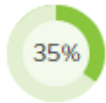- Study of best practices

Goals

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for students to participate in extra-curricular activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Technology Club, Jump Rope Team, Choir, Art Club, Band/Orchestra, A+ UIL, Eagle Ambassadors Increased student engagement in school. **Staff Responsible for Monitoring:** Special Area Teachers, Administration, Counselor, Teachers **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools	**Nov** 50%	**Jan** 65%	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Continue participation in We Read Together for selected students in Kindergarten through 2nd grade to provide an adult mentor and support literacy skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student attendance, literacy skills, and students' self-confidence in Kindergarten through 2nd grade. **Staff Responsible for Monitoring:** Administrators, Teachers, LITE **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Clearly and consistently implement the discipline management plan as supported by PBIS and ensure the use of classroom management best practices like CHAMPS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in student discipline referrals. Increased positive responses on parent, student, and staff surveys. **Staff Responsible for Monitoring:** Campus Administrators and PBIS Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	65%		

Strategy 4 Details	Reviews			
Strategy 4: Implement and administratively verify that all Too Good For Drugs Lesson are taught.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student attendance. Decrease in student drug use and discipline referrals. **Staff Responsible for Monitoring:** Counselor, Campus Administrators, Teachers **Title I:** 2.4, 2.5, 2.6	30%	80%		

Strategy 5 Details	Reviews			
Strategy 5: Monitor student data reports and attendance to ensure immunization compliance and monitor communicable diseases on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased attendance rates. **Staff Responsible for Monitoring:** Nurse Campus Administrators	30%	65%		

Strategy 6 Details	Reviews			
Strategy 6: The Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all campus AED drill in February to coincide with heart month.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Quick response time if a cardiac event should occur on campus. **Staff Responsible for Monitoring:** Nurse Campus Administrators ERT Team	35%	40%		

Strategy 7 Details	Reviews			
Strategy 7: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease in bullying incidents. Increase in student attendance. **Staff Responsible for Monitoring:** Campus Administrators Counselor Staff **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	25%	45%		

Strategy 8 Details	Reviews			
Strategy 8: Continue to provide internet safety and digital citizenship training for all students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Completion of Digital Citizenship and Internet Safety Curriculum. Appropriate digital behavior. **Staff Responsible for Monitoring:** LITE Teachers Counselor Campus Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools	35%	60%		

Strategy 9 Details	Reviews			
Strategy 9: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assure effective student monitoring throughout school year. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	35%	50%		

Strategy 10 Details	Reviews			
Strategy 10: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assure student progress toward north star goal of meeting academic growth measures. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	30%	65%		

Strategy 11 Details		Reviews			
Strategy 11: Monitor student performance on STAAR interim assessments and locally created assessments in Reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading will increase from _____49% to _____60% by June 2027		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		30%	50%		

Strategy 12 Details		Reviews			
Strategy 12: Monitor student performance on STAAR interim assessments and locally created assessments in Mathematics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading will increase from _____43% to _____57% by June 2027		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		30%	50%		

Strategy 13 Details	Reviews			
Strategy 13: Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of students who close gaps in identified areas and reduced number of students needing intensive intervention. (Tier 3) **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Interventionist Campus Reading Specialist Counselor Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	35%	60%		

Strategy 14 Details	Reviews			
Strategy 14: Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR/EOC and MAP as well as greater number of students demonstrating mastery of grade level content. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	30%	55%		

Strategy 15 Details	Reviews			
Strategy 15: Ensure that all bilingual & monolingual classrooms are receiving comparable resources and support by communicating inequities with the district and other stakeholders	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Spanish resources and documents to align with English. Increase in parent satisfaction on survey **Staff Responsible for Monitoring:** Campus Administrators Equity Liaison IC Campus Reading Specialist **Title I:** 2.4, 2.6	35%	55%		

Strategy 16 Details	Reviews			
Strategy 16: Implement an incentive program to improve student attendance by .5%	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in attendance rate from 95.4% to 96.1% **Staff Responsible for Monitoring:** Campus Administrators Counselor Classroom Teachers **Title I:** 2.5	20%	50%		

Strategy 17 Details	Reviews			
Strategy 17: Identify teachers' and campus leaders' professional needs and provide suitable learning opportunities or resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in satisfaction on staff climate survey **Staff Responsible for Monitoring:** Campus Administrators	30%	50%		
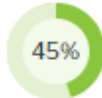
Strategy 18 Details	Reviews			
	Formative			**Summative**
Strategy 18: Implement Total School Cluster Grouping, as well as required GT grouping, successfully in all classrooms in grades 1-6.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Consistent use of Total School Cluster Grouping in 1-6 Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators Advanced Learning Teacher Instructional Coach **Title I:** 2.4, 2.5	30%	70%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: Continue to seek employee input through staff climate survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff climate survey results greater than 95% **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Jan**	**Mar**	**June**
	45%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Create and utilize campus committees to build relationships among staff, recognize and celebrate staff members, and support positive staff morale.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher retention Increase in staff climate survey data **Staff Responsible for Monitoring:** Campus Administrators Instructional Leadership Team Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Jan**	**Mar**	**June**
	30%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Embed Lead4ward and ELLevation strategies into classroom instruction to provide content-based language instruction in ESL and dual language classrooms.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Walk through analysis Lesson planning documents **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist Interventionist LAT **Title I:** 2.4, 2.5, 2.6	45%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Implement the district learning framework to provide all students experiences to develop competencies aligned with the graduate profile.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in teacher capacity in the 7 identified educator responsibilities. Engaging and effective instruction. Increase in student achievement. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	40%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Implement ESL content-based model in K-6 grades. Linguistic Acquisition Teachers will support with ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs).	Formative			Summative
	Nov	Jan	Mar	June
	30%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement Increase in students' meeting or exceeding growth goals. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist **Title I:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June
	35%	50%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

    Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize districtwide professional development days and early release days to support and train teachers on the Learner Growth Experience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive increase in staff survey results regarding professional development	**Nov**	**Jan**	**Mar**	**June**

Walkthrough data and utilization of Learner Growth Experience Framework
    Personal growth goal data
    Staff Responsible for Monitoring: Campus Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide focused professional development on understanding and using learner experiences in daily instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive increase in teacher survey data	**Nov**	**Jan**	**Mar**	**June**

Increase in student achievement
    Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Campus Reading Specialist
 	
    Title I:
2.4, 2.6
	35%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - State Compensatory Education, - 211 - Title I, Part A - $167,275	30%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Utilize iTeam for campus support and professional learning in identifies areas of growth in the BrightBytes Survey.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Personalized professional learning. Move from Proficient to Advanced in overall measurement in the area of Classroom on the BrightBytes Survey. Customized learning plans based on campus needs assessment (BrightBytes). **Staff Responsible for Monitoring:** Campus Administrators iTeam learning community member Instructional Coach	30%	50%		

Strategy 5 Details	Reviews			
Strategy 5: Implement one-way dual language program with integrity. Follow the language allocation plan, monitor through learning walks, and provide feedback.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement scores Increase in English/Spanish proficiency level for students participating in dual language program **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Reading Specialist **Title I:** 2.4, 2.6	35%	50%		

Strategy 6 Details	Reviews			
Strategy 6: Embed at least 3 days of iTeam support to facilitate learning with technology in support of the learning framework.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher practices reflect awareness of research and strategies for teaching and learning with technology that are aligned the Learning Framework. **Staff Responsible for Monitoring:** Campus Administrators iTeam member Instructional Coach Campus Reading Specialist **Title I:** 2.4, 2.5	30%	45%		

0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Blackboard, Eagle Update, GHE website, teacher emails, and PTA website to communicate with parents about all activities/initiatives and notification of safety drills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased communication output Increased parent satisfaction on parent survey results Increased participation **Staff Responsible for Monitoring:** Campus Administrators Counselor SDS PTA Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	35%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide family engagement opportunities through events like Curriculum Nights, Fall Festival, Technology and Parent Ed. events, and student performances.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in positive responses on Parent and Climate Surveys Increase in student engagement and achievement **Staff Responsible for Monitoring:** Campus Administrators Family and Engagement Specialist Teachers **Title I:** 2.6, 4.2 **Funding Sources:** - 211 - Title I, Part A - $1,680	30%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. **Strategy's Expected Result/Impact:** Reduced energy consumption **Staff Responsible for Monitoring:** Campus Administrators Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
	35%	50%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement strategies for communicating on-going safety protocols to students and staff such as in dept safety training from district safety and security team	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By implementing this strategy, awareness of what to do in an emergency will increase. **Staff Responsible for Monitoring:** Administrators Executive Assistant	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Continue to reinforce "I Know What To Do Day" (LiveWiseLiveHealthy).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By implementing this strategy, all students staff and parents will be aware of emergency procedures. **Staff Responsible for Monitoring:** Administrators	30%	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Continue to consistently utilize a system to ensure all visitors are Raptor'd.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By implementing this strategy, safety of all guests, students, and staff will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Front Office	30%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Greenwood Hills Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Greenwood Hills Elementary

Name	Position	FTE
Cynthia Arevalo	Campus Reading Specialist	1

Title I Personnel

Name	Position	Program	FTE
Sara Hall	Instructional Coach		1.0
Selina Huerta	Campus Reading Specialist		1.0