

Grand Prairie Independent School District
Global Leadership Academy at Barbara Bush Elementary
2020-2021 Campus Improvement Plan

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Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)	26
Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)	29
Goal 5: Safe and Orderly Environment: GLABBE will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)	32
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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Demographics

Demographics Summary

Demographics Summary

Global Leadership Academy at Barbara Bush Elementary serves 490 students in Kindergarten through fifth grade. The student population is approximately 73% Hispanic, 16% African American, 8% White, .7% American Indians, .1% Hawaiian/Native Pacific, and 1% two or more races. The campus serves 81% economically disadvantaged students, 73% At-Risk, and 35% ELLs. The campus mobility rate is 19.3%. Staff includes 30 homeroom teachers, 2 Special Education teachers, 1 Dyslexia teacher, 5 special area teachers (Art, Music, PE, GT and Project Based Learning); a professional support staff consisting of an ICoach, a part-time Instructional Media Specialist, a school counselor, and a nurse. Bush Elementary has 1 Bilingual instructional paraprofessional and 1 instructional media specialist Assistant, 1 campus administrative assistant, 1 campus PEIMS clerk and an Assistant Principal also serves the campus.

Demographics Strengths

Demographics Strengths

Bush has a diverse student and staff population. The staff at Bush Elementary is committed to meeting the needs of our students through parental and community involvement activities that are cultural responsive to their needs.

All 0-1 teachers were assigned teacher mentors to provide lesson modeling, assistance with clerical/managerial tasks, and emotional support. Staff events are planned to recognize and celebrate staff for perfect attendance, birthdays, personal accomplishments, and student progress on campus, district, and state assessments. Professional Learning Community (PLC) and observation-feedback meetings will be held weekly, during, and after school, for the purpose of collaboration, instructional coaching, data disaggregation, lesson planning, and sharing of best practices to increase student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase student attendance rate from 95.5 to 97%. **Root Cause:** Student mobility rate of 19.3% and parents are not adequately aware of the value of the amount of instructional time being lost and its impact on student achievement.

Student Learning

Student Learning Summary

School	District	Domain 1	Domain 2A	Domain 2B	Domain 2	Domain 3	Overall
GLOBAL LEADERSHIP ACADEMY AT BARBA (057910122)	GRAND PRAIRIE ISD	72	83	81	83	75	81

GLA Barbara Bush															
18-19	Year	State	District	Campus	African American	Hispanic	White	Asian	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	75%	73%	58%	77%	75%	80%	88%	33%	76%	76%	65%	72%	77%
	2018	77%	74%	71%	63%	72%	74%	*	63%	17%	64%	73%	66%	71%	75%
At Meets Grade Level or Above	2019	50%	46%	38%	23%	42%	42%	20%	50%	15%	35%	39%	34%	36%	44%
	2018	48%	44%	36%	29%	37%	42%	*	63%	9%	36%	38%	33%	36%	40%

Student Learning Strengths

Student Academic Achievement Strengths

- Global Leadership Academy at Barbara Bush Elementary met the state Standard
- Met Standard in all Domains
- Reading and math participation rates for assessments were at or exceeded the targeted 95% threshold

In the 2018–2019 school year, through school reform that focused on improving academic performance for ALL students achievement slightly rose as a result of the following instructional program implementation:

- Hands on approach to math and science Tier I instruction
- Emphasis on utilizing researched based instructional practices in the math classroom.

- Monitoring and assessing students' performance through data analysis and increased teacher knowledge of students
- Targeted before and after school tutorials to allow teachers to focus on small group instruction with identified learners
- Rigorous Response to Intervention Program to re-mediate gaps in learning with all students
- Early identification of students needing additional services or instructional needs

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 20% of the 4th grade student scored at the meets level on Writing STAAR. **Root Cause:** Students were not writing through the writing process in grades K-3.

Problem Statement 2 (Prioritized): 39% of students in grade 3-5 scored at the meets level on reading STAAR **Root Cause:** Students are reading two or more grade levels below state expectations.

Problem Statement 3 (Prioritized): 27% of the 18% of African American students scored meets on reading STAAR. **Root Cause:** Teachers need a better understanding of how to create positive and meaningful learning environments for students of different cultures.

Problem Statement 4: 36% of 5th grade students scored at the meets level Science STAAR. **Root Cause:** Student acquisition of science vocabulary is not adequately taught in K-4 grade classrooms.

School Processes & Programs

School Processes & Programs Summary

I. School Processes

Curriculum & Instructions:

Global Leadership Academy at Barbara Bush Elementary has worked with the TEKS Resource System curriculum management system, which assists our teachers in providing a guaranteed and viable curriculum for every student. Our Elementary teachers use the vertical alignment documents, the instructional focus document, TEKS Clarification and TEKS Verification documents to assist in lesson preparation and to ensure that all grade level TEKS are being taught annually. Teachers work diligently to ensure that the curriculum is taught at high levels of complexity and rigor. All assessments are disaggregated and the results are discussed at the Curriculum design meetings and PLC held by the campus Administrators and ICoach. Report cards are given out every 9 weeks in each grade. Kindergarten students receive skill based report cards that demonstrate students development in each defined area. All other report cards reflect mastery of the grade level curriculum. Rtl students are identified through the STAR Reading and Math Enterprise program from Renaissance Learning. Students who meet eligibility are served weekly during our school wide designated RTI block.

All teachers in grades K-5 received training on the reading and writing plan for the campus. The vertical alignment team, which consists of trained grade level representative meet to aligned the writing program at Bush from grades K-5th. The vertical alignment team meet monthly to discuss necessary adjustments to ensure that each grade level is properly preparing their students for the next grade level in reading and writing. Campus administrators along with the Campus ICoach and monitor reading and writing implementation among the classrooms. Writing across all curriculum is mandatory and journals are reviewed during Campus PD or PLC to monitor the fidelity of each instructional program. K-5th grade teachers will receive rigorous professional development in the following areas: revising/editing, writing both narrative and expository writings.

All teachers will continue to participate in weekly PLCs to discuss instructional practices, student work and student data. The instructional team, consisting of the Principal, Assistant Principal and ICoach will provide continuous targeted instructional feedback based on classroom walk-throughs and students progress in the classrooms.

Staff Recruitment and retention:

Staff events are planned to recognize and celebrate staff for perfect attendance, birthdays, personal accomplishments, and student progress on campus, district, and state assessments.

We have a teaching staff of 30, a Bilingual paraprofessional staff, 1 secretary, 1 PEIMS clerk, 2 administrators. All teaching staff are Highly Qualified, all paraprofessionals are certified aides. Our student population is 422. Class sizes average is 22 students for grades K-4 and 25 for grade 5,

Bush participates in the GPISD recruitment program. Retention improvements will revolve around better collaborative planning and an improved teaching and learning environment. Training will become targeted for individuals and small groups based on student academic progress assessment.

School Processes & Programs Strengths

I. School Processes Strengths

Curriculum, Instruction, and Assessment Strengths are as following:

- Weekly team meetings with a knowledgeable ICoaches who provides training and coaching for classroom teachers.
- On-going data Analysis is conducted to inform and impact instruction in the classroom.
- Grade level collaborative planning with each other and campuses have also been beneficial for our first year teachers.
- Regular walkthroughs and timely feedback is given to instructional personnel.
- Using the online learning platforms and other supplemental instructional materials have added an effective component to our teaching.
- Teachers participate in quarterly training segments on innovations in technology and their application in the classroom

Staff Recruitment and retention: All 0-1 teachers were assigned teacher mentors to provide lesson modeling, assistance with clerical/managerial tasks, and emotional support.

- The Global Leadership Academy program of choice is attracting qualified and effective teachers.
- Professional Learning Communities (PLC) planning and implementation is improving annually
- The School Improvement Needs Assessment Summary and Improvement Plan process has involved more teachers in the process and has served to focus the team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 50-60% of the grade level lesson plans and activities are aligned to the TEK. **Root Cause:** Teachers do not have a complete understanding of the TEKs verbs and the alignment process to create exemplars.

Perceptions

Perceptions Summary

I. Perceptions Summary

The implementation of the Global Leadership program of choice at Bush has served as a cornerstone to improve the culture and climate of the campus. The campus has a new Principal dedicated to the elevation of the entire instructional program. The administrative team and the Campus Improvement Committee members have completed a very detailed Needs Assessment and Improvement Plan, incorporated into this CIP format, to address student needs, training needs, campus needs such as technology and parent participation needs. Parent and Teacher Conference were held to improve parent engagement and awareness. Sent home parent surveys to capture parents' perspectives about the campus. Invited parents to participate in Coffee with the Principal and Counselor to foster better relational capacity.

- Parent Program Sign-In Sheets
- PTA Meeting Agendas
- Parent Meeting Agendas
- CIC Meeting Agendas
- Family Nights /Community Events– Science, Math and Reading

Parents participate in school sponsored events, such as PTA meetings/programs, science fair, award programs and school musicals. School information is communicated to parents in English and Spanish. A variety of family friendly events are planned to engage families and the community, (Music, Wellness, Academic)Bush will continue to Develop and Maintain a Journal with all sign-in sheets from all campus events. Determine the percentages of individuals that participate and track for yearly progress.Parent liaison and school counselor coordinates parent volunteer trainings & parent classes. GLA Bush will continues to develop family nights that support student and parent as partners in learning.

Perceptions Strengths

I. Perceptions Strengths

63% of GLA Bush parents actively participate in school-wide events/programs. According to staff feedback, the campus feels more inclusive and is moving in the right direction with team planning and collaboration. We have made improvements in understanding the expectation of the campus and are making changes to meet those changes. A school-wide brand, "One Team, One Dream" continues to symbolize the school's commitment to work together to improve student achievement.

School Program:

Program of choice has elevated the attitude and expectations for teachers, students, parents and community

Anti-bullying curriculum is in place and incidences are low

Global Leadership Clubs: National Elementary Honor Society, Art Club, Science Club, Chess, Coding, Student Ambassadors, Kindness Club

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student participation in academic achievement clubs and programs are utilized by 40% of the student body. **Root Cause:** Parents are not made aware of the benefits of participation in clubs and organizations for their children.

Problem Statement 2: Volunteer program has limited volunteers to support campus. **Root Cause:** Many families members work during the day, therefore are unable to volunteer during the day.

Priority Problem Statements

Problem Statement 1: 39% of students in grade 3-5 scored at the meets level on reading STAAR

Root Cause 1: Students are reading two or more grade levels below state expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Increase student attendance rate from 95.5 to 97%.

Root Cause 2: Student mobility rate of 19.3% and parents are not adequately aware of the value of the amount of instructional time being lost and it's impact on student achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 50-60% of the grade level lesson plans and activities are aligned to the TEK.

Root Cause 3: Teachers do not have a complete understanding of the TEKs verbs and the alignment process to create exemplars.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 20% of the 4th grade student scored at the meets level on Writing STAAR.

Root Cause 4: Students were not writing through the writing process in grades K-3.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 27% of the 18% of African American students scored meets on reading STAAR.

Root Cause 5: Teachers need a better understanding of how to create positive and meaningful learning environments for students of different cultures.

Problem Statement 5 Areas: Student Learning

Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings and Reports





Summative Evaluation: Some progress made toward meeting Objective

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Summative Evaluation: Some progress made toward meeting Objective







<p>Strategy 1: Information pertaining to GPISD Pre-K programs will be communicated to the community through advertisement on the social media websites, campus marquee, Skylert messaging and distributed to families during campus and district events .</p> <p>Strategy's Expected Result/Impact: Increase participation in early childhood education programs in GPISD.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Summative Evaluation: Some progress made toward meeting Objective







<p>Strategy 1: All students will participate in College activities throughout the school year and Career Day in the months of November 2018 and March 2019.</p> <p>Strategy's Expected Result/Impact: The Parental Involvement Committee will identify and plan College and Career Day activities throughout the school year. The committee will work directly with parents and community volunteers to plan a successful Career Day in the month of March.</p> <p>Staff Responsible for Monitoring: School Counselor, Parent Liaison and Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Brochures, presentation boards and printing - 199 - SCE - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Sources: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation: Some progress made toward meeting Objective





<p>Strategy 1: Provide both school day and extended day tutoring to increase instructional time and to maximize prescribed interventions. Ensure that programs and materials for tutoring meet the requirement strategy.</p> <p>Strategy's Expected Result/Impact: Tutoring Schedules Tutoring lesson plans District Summative Assessments District Benchmark Assessments Nine week progress reports and grades.</p> <p>Staff Responsible for Monitoring: Administration, ICoach, Academic Facilitator and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instruction Resources and online programs - 199 - General Fund - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 70%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

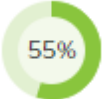





Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: At-risk students will be identified using available math and reading summative and STAR 360 data. Students will be provided opportunities to explore career options. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: STAAR scores, local grades and assessments, campus staff observation and reflection, family and community involvement and reflection.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instruction Resources and online programs - 211 - Title 1 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide yearly and on-going staff development that is geared toward the identification of Gifted and Talented students. Provide on-going staff development that is geared toward effective strategies that can be used in the classroom to increase rigor and critical thinking.</p> <p>Strategy's Expected Result/Impact: Professional development agendas and attendance sheets, Formative classroom walkthrough data, and District summative and benchmark assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Gifted and Talented Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				







<p>Strategy 3: Implement formative common assessments that will focus on reading different genres, determining informational and literary text, and implementing reading strategies to assist with understanding each reading questions that address figure 19 standard across all grade levels.</p> <p>Strategy's Expected Result/Impact: Analyze weekly grade level campus Reading quizzes data/quarterly district summative and identify individual students levels of performance based on Edugence Quintile reports. Also, use Edugence item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p> <p>Staff Responsible for Monitoring: Administration, Academic Coaches and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: Journals, online programs, reading resources - 211 - Title 1 - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 55%	 70%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

Evaluation Data Sources: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

Summative Evaluation: Some progress made toward meeting Objective







<p>Strategy 1: Teacher will be trained through Capturing Kids Hearts, True Colors Inventory and Mindfulness to learn procedures and strategies that will help them improve relational capacity with students, families and colleagues.</p> <p>Strategy's Expected Result/Impact: Improved relationship with students, families and colleagues as measured by campus culture and climate surveys</p> <p>Staff Responsible for Monitoring: Campus Administrators and Parent Liaison.</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 55%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Sources: Attendance Reports.







Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Strategy's Expected Result/Impact: Student attendance records and increases in student attendance rate.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Attendance Awards, - 199 - General Fund - \$250</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 8: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Sources: Attendance Reports



<p>Strategy 1: Utilize Attention2Attendance software to improve monitoring and interventions for students with attendance challenges.</p> <p>Strategy's Expected Result/Impact: Improved campus attendance rate and improved student achievement.</p> <p>Staff Responsible for Monitoring: Attendance Clerk/PEIMS</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Kinder-2nd grade data walls will represent BOY, MOY, and EOY data to track student progress in the areas of identifying sight words, tracking fluency, and moving students towards their grade level reading levels. Data Wall Classroom Posters</p> <p>Strategy's Expected Result/Impact: Kinder-2nd grade Teachers will conduct monthly Running Records with fluency, and sight words to monitor student growth every four-weeks. Teachers and Students will record students progress on weekly assessments by using a teacher tracking sheets. Teachers and Students will record students progress on classroom "Shooting for the STAAR Chart".</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: K-2 Classroom Data posters - 199 - SCE - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2: Implement weekly formative common assessments that will focus on grammar, writing mechanics, and implementation of writing strategies.



Implement School-Wide Writing strategies from Kinder-5th grade. Vertical Level grade level writing teachers will plan together once a month along with the principal providing feedback.



Strategy's Expected Result/Impact: Analyze weekly grade level campus writing checks/ district writing check and identify individual students levels of performance based on TEA's writing rubric measures to identify Concepts scores below 3 to determine the Errors.
 Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.
 Teachers will provide student feedback. Students will monitor their progress.

Staff Responsible for Monitoring: Principal, Academic Coaches and teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Funding Sources: Composition Notebooks and paper cost - 199 - SCE - \$3,100

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 50%	 70%		







 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Sources: retention data, recruitment data

Summative Evaluation: Significant progress made toward meeting Objective







<p>Strategy 1: Provide staff with adequate support in classrooms and resources (supplies, discipline, & professional development).</p> <p>Strategy's Expected Result/Impact: Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Teachers have the opportunity to observe other teachers classrooms accompanied by a member on the leadership team to discuss ways to implement changes and provide support in any area of need in order for the teacher to be successful</p> <p>Staff Responsible for Monitoring: Administration and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 65%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Summative Evaluation: Significant progress made toward meeting Objective








<p>Strategy 1: Teachers will be required to attend various staff developments to enhance math, reading, science and writing instructional delivery with technology seamlessly incorporated in their lesson plans as they implement in their classroom instruction</p> <p>Strategy's Expected Result/Impact: Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject meetings.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 60%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation





Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: The Campus Improvement Committee will collaboratively develop and approve the campus Human Capital Development plan.</p> <p>Professional development will be provided that aligns with the Human Capital Development Plan.</p> <p>Strategy's Expected Result/Impact: Campus Improvement Committee agendas, signature sheets, and Campus Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

<p>Strategy 1: GLAA Barbara Bush will host parent and student academic community events in math. We will host campus-based reading nights and book fairs for our families. The academic reading nights will showcase content that students are learning and provide parents with information and strategies to help their child at home.</p> <p>Strategy's Expected Result/Impact: Flyers for content nights, parent signature/attendance sheets. Parents awareness of student learning and campus initiatives.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: brochures, presentation boards, parent packet - 211 - Title 1 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Sources: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

<p>Strategy 1: "CPC" Coffee with the Principal and Counselor will be hosted monthly for parents. The time will be used discuss events occurring on campus for both students and parents. It will also be used as a forum to hear parent concerns and celebrations.</p> <p>Strategy's Expected Result/Impact: Flyers for content nights, parent signature/attendance sheets. Parents awareness of student learning and campus initiatives</p> <p>Staff Responsible for Monitoring: Principal, School Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Coffee and pasties, parent packets - 199 - General Fund - \$100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

<p>Strategy 1: Complete a campus inventory of all current technology applications and review levels of usage and classroom effectiveness.</p> <p>Strategy's Expected Result/Impact: Technology application usage reports and teacher feedback</p> <p>Staff Responsible for Monitoring: Instructional Media Specialist, Campus Secretary, Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.





Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

<p>Strategy 1: Implement the use of I-Pads and laptops all in grades to support the implementation of students being able to implement technology programs such as Razkids, I-station, chatterpix, etc and other technology programs to support and enhance students learning.</p> <p>Strategy's Expected Result/Impact: Teachers will implement using the technology devices in their whole group and small group instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Leadership Team and Teachers</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The Instructional Media Specialist will train and assist classroom teacher with innovative technology programs that can be integrated into everyday curriculum to enhance student learning.</p> <p>Strategy's Expected Result/Impact: Teachers will implement using the technology devices in their whole group and small group instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Instructional Media Specialist, ICoaches and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy -</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 3: During Covid-19 instructional period teachers will participate technology based training to enable them to create engaging, relevant and ability level lessons to reach diverse student populations.

Evaluation Data Sources: Covid- 19 Attendance Rosters


<p>Strategy 1: Professional teaching staff will trained in the usage of digital platforms to instruction students to increase student knowledge and achievement levels.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - SCE - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 5: Safe and Orderly Environment: GLABBE will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)


Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.


Evaluation Data Sources: Incident reports. BOE report format.

Strategy 1: GLAA Barbara Bush will review safety drill procedures and processes monthly with staff and students. Safety drills and procedures will be conducted according to District guidelines. Strategy's Expected Result/Impact: Safety drill documentation forms, Staff weekly calendar Staff Responsible for Monitoring: Assistant Principal, Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 5: Safe and Orderly Environment: GLABBE will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Sources: Incident reports.

Strategy 1: Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive safety/discipline plan. Strategy's Expected Result/Impact: Reduced discipline incidents via discipline log information Staff Responsible for Monitoring: Assistant Principal, Principal Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instruction Resources and online programs		\$2,000.00
1	7	1	Attendance Awards,		\$250.00
3	3	1	Coffee and pasties, parent packets		\$100.00
Sub-Total					\$2,350.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Brochures, presentation boards and printing		\$500.00
2	1	1	K-2 Classroom Data posters		\$200.00
2	1	2	Composition Notebooks and paper cost		\$3,100.00
4	3	1			\$500.00
Sub-Total					\$4,300.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instruction Resources and online programs		\$2,000.00
1	5	3	Journals, online programs, reading resources		\$2,500.00
3	2	1	brochures, presentation boards, parent packet		\$500.00
Sub-Total					\$5,000.00
Grand Total					\$11,650.00