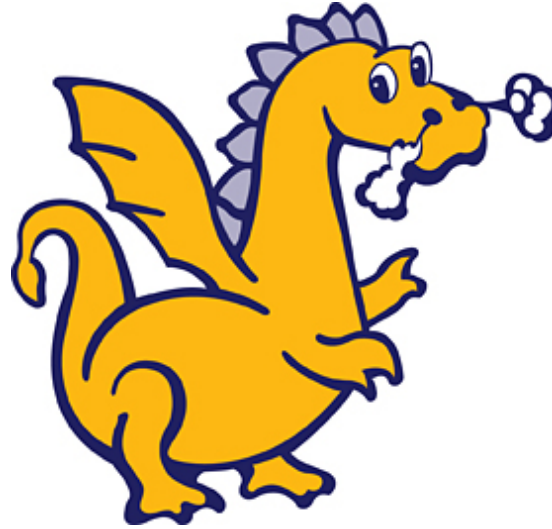


Grand Prairie Independent School District
Daniels Elementary Academy of Science and Math
2020-2021 Campus Improvement Plan



Mission Statement

All students learn when provided proper guidance and support from the staff, parents, community, and administration. An exemplary, innovative curriculum is provided within a friendly, safe, orderly and culturally diverse environment.

Vision

All students will learn to read, write and think critically.

Motto

"Aiming for Excellence"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

David Daniels Elementary Academy of Science & Math is located in the historic Dalworth community of Grand Prairie and serves students in grades K through 5th grade. The campus has a current enrollment of 368 students with 92% of that population being classified as Economically Disadvantaged and 35% English Language Learners. Ethnic distribution is 51% Hispanic, 41% African American, 6% White, .5% Asian and .5% reporting two or more races. Daniels is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds. We have a 25% mobility rate and attendance rate of 95%.

Demographics Strengths

The ethnic breakdowns are consistent with the previous year. The at-risk numbers and categories are consistent with previous year. The school of choice has led to 20 students enrollment in grades K-5. Staff is SBOE certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students consistently score lower in all tested areas of reading math and science compared to other campus in the district. **Root Cause:** Attendance and high mobility rate of students and teacher turnover.

Student Learning

Student Learning Summary

State Accountability for 2018-2019 no data for 2019-2020

Reading -approaches 64%. Meets 33%, Masters 14%.

Math- approaches 72 % Meets 36% Masters 18%.

Science -approaches 54% Meets 17% Masters 7%.

Student Learning Strengths

Students are more successful in math than the other content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Delivery of instruction needs to improve especially Tier 1 **Root Cause:** Teachers aren't fully aware of RTI process and instructional delivery needs to improve

School Processes & Programs

School Processes & Programs Summary

Teachers will utilize the following programs that we purchase in order to enhance student achievement as well as improve the student's ability to use technology in the world: StemScopes, REAL School Gardens, and STAR 360. Teachers are highly encouraged to attend district trainings over the summer and throughout the school year to help them develop instructionally, which will ensure success in the classroom. During weekly PLC's, effective lesson planning and instructional strategies are discussed. Data meetings are held after Quarter Summative Assessments as well as after DRA/EDL testing.

Administrators, RtI Core Team, and grade level teachers review student data and develop an action plan to ensure student success. Wednesday Learning Meetings are held each Wednesday after school to facilitate learning in areas of deficit determined by administrators during walk-throughs and classroom observations the week prior.

School Processes & Programs Strengths

At Daniels, all grade levels meet with our Instructional Coach at least 1 time a week during their conference period for PLC. At PLC, data, alignment, and instructional delivery/strategies are discussed. All teachers are unpacking SE's in order to ensure all activities are 100% aligned to the SE's. Additionally, we continue to focus on effective, targeted supplemental instructional materials to increase student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low utilization of STEM resources **Root Cause:** Resources available are outdated.

Perceptions

Perceptions Summary

David Daniels Elementary Academy of Science and Math has embraced Capturing Kids Hearts. Students and parents are greeted by teachers and administrators each morning. We've had an increase in PTA parent participation. We offer a variety of parent workshops and parent content nights.

Perceptions Strengths

All new staff members have been trained in CKH and Daniels has greater participation this past year with parent activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents don't feel as though they can adequately assist their child with homework. **Root Cause:** Some is due to lack of skills/education and others due to learning new strategies.

Problem Statement 2: Students aren't exposed to cultural and educational opportunities **Root Cause:** Lack of parental exposure. Lack of funding.

Problem Statement 3: Parent involvement needs to increase **Root Cause:** Many parents work two jobs and don't have the capability to attend evening programs.

Priority Problem Statements

Problem Statement 1: Students consistently score lower in all tested areas of reading math and science compared to other campus in the district.

Root Cause 1: Attendance and high mobility rate of students and teacher turnover.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Delivery of instruction needs to improve especially Tier 1

Root Cause 3: Teachers aren't fully aware of RTI process and instructional delivery needs to improve

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Low utilization of STEM resources

Root Cause 5: Resources available are outdated.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Parents don't feel as though they can adequately assist their child with homework.

Root Cause 7: Some is due to lack of skills/education and others due to learning new strategies.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- 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

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

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: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.


Evaluation Data Sources: PLC rosters, training agendas, intervention documentation, tutoring records


<p>Strategy 1: 1) 1. Continue to advertise the Pre-K in GPISD on the campus website, Twitter, Experience attendance, and through communication sent home to parents. Edit Remove 2, 7 Principal, Assistant Principal Increased Pre-K enrollment at the district level Funding Sources: N/A Strategy's Expected Result/Impact: Increase participation in Pre-k programs across the district. Staff Responsible for Monitoring: Campus Secretary and PEIMS</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 1) PLC's will be held on Tuesday's during conference time. PLC's will focus on lesson planning, instructional delivery, and data. Principal, AP, Instructional Coach Lesson plans will be 100% aligned to SE's observations will show evidence of quality Tier 1 instruction. 2) Data meetings will be held after every 3, 6, 9 week assessment to review student achievement. Attendance will be reviewed weekly. A review of student performance and identifying students needing intervention will be the focus. Edit Remove 1, 2, 8, 9 Principal, AP, Instructional Coach, Master Teachers Results for individual students will be documented after each 9 week assessment. Grade level results will be posted in the PLC room and throughout the campus. 3) Continue Instructional Coach supplemental work to assist with classroom instructional delivery, training, support hands on learning and accelerated instruction. iCoach Instructional delivery improvement and increase teacher effectiveness campus-wide. Strategy's Expected Result/Impact: Lesson Plans will be aligned to SE's. Walk Through Observations will show evidence of quality Tier 1 instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3:) Data meetings will be held after every 3, 6, 9 week assessment to review student achievement. Attendance will be reviewed weekly. A review of student performance and identifying students needing intervention will be the focus.

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify


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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: 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

Strategy 1:) 1. Continue to advertise the Pre-K in GPISD on the campus website, Twitter, Experience attendance, and through communication sent home to parentsCSF 1, CSF 5, CSF 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





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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: 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.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Critical Success Factors CSF 1, CSF 5, CSF 6 1) Staff will create developmental appropriate activities to create and foster College and Career Readiness.</p> <p>CSF 1, CSF 5, CSF 6 2) 2) Implement College and Career Readiness initiative that promotes the visibility of college names throughout the campus along with spotlighting the colleges of staff members on campus during the morning announcements. The career focus is prominent during Career Week. Guest speakers come to speak with students about their careers and inspire them to reach for careers in chosen fields.</p> <p>Critical Success Factors CSF 1, CSF 5, CSF 6 3) Career Cruising program will be used by all students.</p> <p>Students will have the opportunity to explore different career opportunities.</p> <p>4) All students will participate in Career Day during the spring semester.</p> <p>Students will be more aware of careers that they are interested in.</p> <p>Strategy's Expected Result/Impact: Students will be exposed and more aware of careers they could be or are interested in. College awareness and visibility throughout the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom teachers.</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>				
 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: 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

<p>Strategy 1: 2) Classroom teachers will work with the Response to Intervention Core Team to identify At-Risk students in order to provide additional academic instruction. Academic gaps with our At-Risk students will close resulting in more students on grade-level. Funding Sources: N/A Critical Success Factors CSF 1, CSF 4 3) School will monitor attendance and identify those at risk of dropping out. Absence percentages will decrease. Strategy's Expected Result/Impact: Staff will monitor attendance and identify those at risk of being on a path that leads to dropping out. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS, classroom teachers Title I Schoolwide Elements: 2.5, 2.6, 3.2</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 6: 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

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Critical Success Factors CSF 1, CSF 2, CSF 4 1) Retired teachers will be hired as tutors to intervene with small groups of students and provide research based interventions in reading, math, and writing. Target student groups are ALL, AA, Eco dis, H and ELL students.</p> <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - SCE - \$10,000.00 Critical Success Factors CSF 1, CSF 2, CSF 4 2) K-2 Reading Interventionist will pull small groups based on data.</p> <p>Student's DRA levels will increase. Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: N/A Critical Success Factors CSF 1 3) Identified GT students are served daily by a certified GT teacher and work with their grade level GT Peers on higher level activities. Edit Remove 3, 9, 10 Principal, AP, GT Teacher GT students will consistently have higher scores on assessments and keep scoring in the Masters range. Funding Sources: N/A Critical Success Factors CSF 1 4) Identified SPED students will be served through inclusion services led by a certified SPED teacher.</p> <p>Principal, AP, SPED teacher SPED students will have improved scores. Funding Sources: N/A</p> <p>Strategy's Expected Result/Impact: Monitoring District and State assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>				
 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: 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

<p>Strategy 1: 1) 100% of teachers will implement Capturing Kids' Hearts measured by having the following items posted in classrooms and referring students to: social contract, 4 questions for misbehavior, student/staff affirmations.</p> <p>Continue implement Rachel's Challenge and have at least 50% of the school staff assigned a mentee.</p> <p>Principal, AP, Counselor Academics will improve and students' social emotional needs will be met. Funding Sources: N/A Critical Success Factors CSF 1, CSF 5, CSF 6</p> <p>3) Continue with the Kindness and Compassion club(KC Crew) on campus.</p> <p>Counselor Students will participate in community projects. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Teachers, Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 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.

Strategy 1: Attendance and student performance.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 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 9: Provide at risk students with educational opportunities to attend field trips within the broader community due to lack of experience and exposure exposure.





Evaluation Data Sources: Zoo, Museums, Arboretum

<p>Strategy 1: Provide at risk students with educational opportunities to attend field trips within the broader community due to lack of experience and exposure exposure.</p> <p>Strategy's Expected Result/Impact: Increased exposure to educational opportunities</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 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 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

Strategy 1: Utilize walk-throughs and T-TESS evaluations to guide professional development . TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 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

<p>Strategy 1: Utilize a collaborative approach in hiring and provide teacher support and professional development to improve retention of staff.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 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

<p>Strategy 1: Teachers will attend PLC will analyze the data to implement specific classroom interventions based on student needs.</p> <p>Strategy's Expected Result/Impact: Teachers will receive weekly feedback regarding lesson plans and documentation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Icoaches</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 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





<p>Strategy 1: Form a campus improvement committee and ensure all GPISD policies and procedures are followed.</p> <p>Strategy's Expected Result/Impact: Overall campus improvement.</p> <p>Staff Responsible for Monitoring: Campus Improvement Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 199 - General Fund - \$0</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.





Strategy 1: Provide family nights on how parents can help their student at home. Strategy's Expected Result/Impact: Increase parent attendance at school events. Staff Responsible for Monitoring: Principal, AP, Counselor, Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Materials for family nights - 199 - General Fund - \$1,000	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 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

Strategy 1: Parents will be engaged in our Math, Literacy and Science nights to increase student performance levels.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold at least 4 parent workshops with a focus on academics. Strategy's Expected Result/Impact: Equip parents with resources needed to help improve student academics Staff Responsible for Monitoring: Administrators, counselors, teachers, parent liaison Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 - \$1,000	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: Teachers will integrate digital software based learning into their lessons. (STEMscopes, Reading AZ)</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, iCoach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title 1 - \$3,500</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: Kurzweill and Fast Forward Data is the integrated technology that will be used to reinforce the learning process.</p> <p>Strategy's Expected Result/Impact: Will use Fast Forward with fidelity. Students will use Kurzweill to be better prepared for online testing.</p> <p>Staff Responsible for Monitoring: Inclusion, AP, Principal</p> <p>Funding Sources: - 199 - General Fund - 00</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: All classroom teachers will incorporate a variety of technology programs and applications to deliver high quality instruction to students in at least one lesson each day.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement.</p> <p>Staff Responsible for Monitoring: Administrator, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Istation and STEMscopes - 211 - Title 1 - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: Daniels 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.

<p>Strategy 1: Students will participate in lessons, activities, and programs to address bullying, anti-violence, safety awareness, and anti-drug use.</p> <p>Strategy's Expected Result/Impact: Promote positive learning environment</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Ongoing safety and emotional training for students and staff.</p> <p>Strategy's Expected Result/Impact: Increase awareness of safety protocols and increase social emotional well being.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: Daniels 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.

<p>Strategy 1: Daniels will follow the GPISD Code of Conduct and complete all drills as mandated.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals from repeat offenders.</p> <p>Staff Responsible for Monitoring: Daniels will follow the GPISD Code of Conduct and complete all drills as mandated.</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	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
3	1	1			\$0.00
3	2	1	Materials for family nights		\$1,000.00
4	2	1		00	\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$1,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$1,000.00
4	1	1			\$3,500.00
4	2	2	Istation and STEMscopes		\$12,000.00
Sub-Total					\$16,500.00
Grand Total					\$17,500.00

Addendums