# Grand Prairie Independent School District

# Delmas F. Morton Elementary

# 2023-2024 Campus Improvement Plan

# Mission Statement

To provide a safe equitable and engaging environment that supports the diverse needs of our children and families in our community.

# Vision

To create high achieving and life-long leaders who will positively contribute to society.

# Value Statement

Morton Bears believe in the success of all stakeholders. Our goal is to see all stakeholders: teachers, staff, students and parents grow in knowledge and skills which will impact student achievement.

Our Core Values:

We will foster a SAFE environment that makes a positive impact on every students' life.

We will demonstrate respect to our Morton Community by taking pride, care, and love in every action that we take together, regardless of differences.

We will collaborate using our individual strengths to compliment each other in order to maximize student achievement.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Delmas F. Morton Elementary is a Title 1 School wide program campus. It is an elementary campus serving Kindergarten through 5th-grade. Current enrollment is 415 students with 85% Economically Disadvantaged, 43% English Language Learners, 69% At-Risk, and 13% Special Education. Morton Elementary has a mobility rate of 12.4%. Ethnic distribution is 83% Hispanics, 9% African Americans, .24% Asian, 6% Caucasion, .24% American Indian, and 2% reporting two or more races. Our attendance rate for the 21-22 school year was 92.6%. Morton School staff consists of 29 instructional teachers, 11 instructional paraprofessionals, 1 SPED assessment professionals, 1 IMS, 1 nurse and a nurse aide, 1 Advanced Academics specialist, 1 counselor, 1 and a half administrators, and 1 principal intern. Delmas F. Morton receives State Compensatory Education (SCE) funds. The purpose of the SCE program is to increase the academic achievement and reduce the dropout rate of these students. SCE funds must be used for direct services to students to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school and educationally disadvantaged students.

**Demographics Strengths**

**Some of the campus' strengths include:**

- **There is an Ethnically Diverse instructional staff, so students are able to have role models they can relate to.**

- **Bilingual instruction is provided for students who are Emergent Bilinguals**

- **Academic interventions are provided to all students who are At-Risk.**

- **Morton School's Special Programs (SPPROG) population further diversifies student demographics. Student ethnic breakdowns are similar to the previous year, At Risk, economically disadvantaged, and LEP designations remain stable when compared to the previous school year and continued participation and support of programs addressing the needs of our at-risk populations include Capturing Kids Heart, Hand Prints on Hearts, Behavior Rtl and Academic Rtl.**

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The at-risk population is 80% for Morton Elementary.   **Root Cause:** Homeless population makes up almost 10%, Special Ed makes up 13%, and mobility is 20%.

**Problem Statement 2 (Prioritized):** Enrollment has declined from 500 to 415.   **Root Cause:** Student mobility rate has grown and neighborhood charter schools are drawing our students from our campus.

## Student Learning

**Student Learning Summary**

<u>State Accountability for 2022-2023</u>- **To be determined. Texas Education Agency has not released the 22-23 State Accountability ratings.**

<u>State Accountability for 2021-2022</u>- **Not Rated (67/100), students did not meet academic growth goals**

**All Subjects- Approaches 58%, Meets 32%, Masters 15%**

**Reading- Approaches 60%, Meets 36%, Masters 17%**

**Math- Approaches 59%, Meets 34%, Masters 15%**

**Science- Approaches 49%, Meets 14%, Masters 7%**

**Student Learning Strengths**

Delmas F. Morton's campus master schedule has built in RtI time to close academic gaps as well as provide enrichment for those students who have mastered grade level skills. Campus RtI Core Team monitors the progress of all students and consults with specialists such as Reading Interventionist, Speech Pathologist, Diagnostician, Dyslexia Teacher, and LSSP to gather ideas and interventions to better help individual students. All students have a data tracking folder where they track their own data and set goals for assessments. Emergent Bilingual students are also out-performing other sub-populations in multiple assessments.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students are under-performing in the area of reading and math as measured by performance based assessments. **Root Cause:** Student deficiencies upon entering school due to limited vocabulary, possible mobility, Covid learning gaps.

**Problem Statement 2 (Prioritized):** High number of students showing need of intervention, performing under grade level. **Root Cause:** RtI process needs to improve and the utilization of appropriate interventions and best practices consistently to successfully accelerate student achievement.

**Problem Statement 3:** Students receiving SPED services are underperforming by 67% based on MAP BOY data. **Root Cause:** Behavior is a main concern that is interfering with academic learning.

# School Processes & Programs

**School Processes & Programs Summary**

Delmas Morton Elementary utilizes the TEKS Resource System for collaboration instructional planning and presentation of lessons. Professional Learning Communities (PLC'S) meet weekly to plan together as a grade level team. The campus has numerous instructional resources for teachers to support our students. Teachers will utilize the following programs to help drive instructional decisions for student achievement as well as improve the student's ability to use technology in the world: Stem-Scopes, Imagine Learning, ITSS, Learning A-Z, Ellevation, and MAP. Teachers are highly encouraged to attend district training 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. Administrators, RtI Core Team, and grade level teachers review student data and develop action plans to ensure student success.

Wednesday staff meetings are held on Wednesday after school to facilitate learning in areas of deficit determined by administrators during walk-throughs and classroom observations. Delmas F. Morton has a tiered interview process.

The campus interview team conducts interviews with potential candidates. Delmas Morton Elementary has had a very high teacher and administrator turn over rate for the past 9 years as a high needs campus.

The Campus Improvement Committee (CIC) reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts. Improvement efforts will focus on increased parent involvement in PTA, volunteer programs, and campus academic nights.

**School Processes & Programs Strengths**

Campus and District Professional Development is well planned to meet the needs of the students and implemented with fidelity.

- Edugence will be utilized to track teachers' participation in District training
- Implementing Strong PLC planning (Focused on TEA Standards and correlating with the YAG)
- Implementation of RCA Houses Teams facilitates cohesiveness within the campus climate

All grade levels meet with our Instructional Coaches once 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. Our Special Education Inclusion and SEA Teachers participate in grade level PLC's. Lesson plan feedback is given to teachers by administrators and Instructional Coaches. 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):** Less experienced staff struggled with effective interventions for learning acceleration.   **Root Cause:** High numbers of students in need of interventions and staff struggled to provide interventions to so many students.

**Problem Statement 2:** Data analysis protocol needs to improve.   **Root Cause:** Need better understanding of how to identify highest leverage SE's and plan for reteach.

**Problem Statement 3:** Behaviors during out class from scholars in SPROG prevent learning from occurring in classroom.   **Root Cause:** Teachers have limited strategies on how to address with aggressive behaviors.

# Perceptions

**Perceptions Summary**

At Delmas Morton Elementary there is a family liaison to provide family workshops and activities for parents and students.

Morton also has business representatives from the community who come and support the campus morale with impromptu gifts, thank you notes, and reminders of how great they are.

Administrators, Teachers and Staff all work collaboratively to create an environment focused on Student Achievement. PLC's and faculty meetings make student success the focus of their time. We believe with the right adults' role models and effective teachers all student will show progress and reach their full potential.

Morton's Kindness Crew is a student club sponsored by the campus counselor. The Kindness Crew Encouraging others to be kind and to perform acts of kindness leads several initiatives throughout the school year to promote acts of kindness while discouraging bullying.

**Perceptions Strengths**

- Parents are a part of the education of their children.
- Campus-based training is well planned and implemented
- Diverse staff
- Edugence will be utilized to track teachers' participation in District training
- Implementing Strong PLC planning (Focused on TEA Standards and correlating with HMH)
- The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting the Principal at any time during the year.
- Family Cross-Curricular Nights
- We also provided a parent volunteer area for parents to work/volunteer during the day, when they were not assisting teachers directly.
- Parent Volunteer orientation training
- Communication is in both English and Spanish
- We have a Morton Campus Facebook along with weekly parent communication via phone, email and tex

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Discipline referrals are high. **Root Cause:** Students need strategies to self-regulate and staff needs more SEL and de-escalation strategies training.

**Problem Statement 2:** PTA membership is low and PTA sponsored events attendance is low as well. **Root Cause:** Lack of Recruitment and personal time is taken away from doing this.

# Priority Problem Statements

**Problem Statement 1**: The at-risk population is 80% for Morton Elementary.
**Root Cause 1**: Homeless population makes up almost 10%, Special Ed makes up 13%, and mobility is 20%.
**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: Enrollment has declined from 500 to 415.
**Root Cause 2**: Student mobility rate has grown and neighborhood charter schools are drawing our students from our campus.
**Problem Statement 2 Areas**: Demographics


**Problem Statement 3**: Students are under-performing in the area of reading and math as measured by performance based assessments.
**Root Cause 3**: Student deficiencies upon entering school due to limited vocabulary, possible mobility, Covid learning gaps.
**Problem Statement 3 Areas**: Student Learning


**Problem Statement 4**: High number of students showing need of intervention, performing under grade level.
**Root Cause 4**: RtI process needs to improve and the utilization of appropriate interventions and best practices consistently to successfully accelerate student achievement.
**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: Less experienced staff struggled with effective interventions for learning acceleration.
**Root Cause 5**: High numbers of students in need of interventions and staff struggled to provide interventions to so many students.
**Problem Statement 5 Areas**: School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: September 14, 2023**

**Goal 1:** Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (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.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All teachers will be observed during their first formal evaluation by the first semester,  so that instructional support can be provided early. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increase in instructional support to affect student achievement **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5  - **TEA Priorities:** Recruit, support, retain teachers and principals  - | 90% | | | |

| **Strategy 2 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 2:** Utilize PLC's to provide collaboration time for teachers to plans strategies for teaching based on student data and specific interventions needed for all students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased student achievement and improved teacher quality<br>**Staff Responsible for Monitoring:** Team Leaders, administrators and iCoach<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- ESF Levers:**<br>Lever 5: Effective Instruction | 95% | | | |

| **Strategy 3 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 3:** All teachers participate in quarterly data meetings to reflect upon student performance, analyze and identify strengths and deficits, as well as identify next steps for improvement. Specific attention will be given to performance of all student groups, as well as overall performance toward GROWTH, MEETS and MASTERS. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase in teachers' abilities to analyze data and reflect on effects of teaching on student performance; increase student performance across all student groups; targeted improvement of student performance to meet threshold identified by the state for subgroup (White) that has under-performed for the past three STAAR-tested years; identify areas for improvement; increased student performance over the course of the school year.<br>**Staff Responsible for Monitoring:** Instructional Coaches, Administrators, Distributed Leadership Team<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> **- ESF Levers:**<br>Lever 5: Effective Instruction | 80% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Continue iCoach supplemental work to assist with classroom instructional delivery, training, follow-up and support and accelerated learning strategies. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** District summative assessments, instructional delivery improvement as evidenced through classroom formative walk through data, increased teacher effectiveness with instructional planning and delivery incorporation<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 5: Effective Instruction | 100% | 100% | 100% | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide incentives for students and teachers based on quarterly and/or benchmark performance | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase student achievement in all performance levels<br>**Staff Responsible for Monitoring:** Administrators<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:**  - 199 - General Fund - $1,000 | 90% | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Students will participate in structured small groups led by teachers and teacher aides to enhance and improve their existing skills in the areas of reading, math, science, and writing.  Students will receive a variety of modes of learning, which may include kinesthetic, tactile, verbal, oral, and performance. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased student performance in reading, math, science, and writing<br>**Staff Responsible for Monitoring:** Instructional Coaches, Administrators, Distributed Leadership Team<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 5: Effective Instruction | 90% | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Utilize a variety of progress monitoring programs to develop recurring campus-wide, formal data meetings to drive adjustments to students' individual learning plans the subjects of math, reading, writing and science. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased percentage of students mastering math, reading, writing, and science content. Tutoring, Imagine Learning/Math, and Stemscopes will be utilized.<br>**Staff Responsible for Monitoring:** Administration, Teachers<br><br>**Title I:**<br>2.6 | 95% | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Utilize the campus RTI team to provide TIERED interventions and instruction to meet the needs of students identified as at-risk by implementing an AIP for all at Risk Students with RtI Liaison and Coordinator | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Training documentation, RTI meeting logs, documentation of supports on Edugence;<br>More progress on report cards and progress reports.<br>STAAR data will increase with student achievement<br>**Staff Responsible for Monitoring:** Administration<br>Counselor<br>Teacher<br>RtI Case Manager<br><br>**Title I:**<br>2.4, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211 - Title 1 - $500 | 80% | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Monitor attendance and follow up with families to schedule and host attendance meetings to address strategies to improve attendance; follow systematic approach of contacting parents during distance learning to help ensure student participation. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improvement overall in student attendance.<br>**Staff Responsible for Monitoring:** Administrators and Classroom teachers. | 50% | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** 100% of teachers will implement 3 C's (Connect, Celebrate, Community) to support building relationships. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Positive learning environment and culture.<br>**Staff Responsible for Monitoring:** Administrators, Classroom Teachers<br><br>**Title I:**<br>2.6<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | Nov | Jan | Mar | June |
| | 70% | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Restorative practice will be implemented to help decrease student behaviors in order to maximize student learning. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Decrease in discipline referrals, and increase in Classroom Teachers deescalation techniques.<br>**Staff Responsible for Monitoring:** Administrators, iCoaches, Counselors and Classroom Teachers.<br><br>**Title I:**<br>2.6 | 70% | | | |

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

**Goal 1:** Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

    **Evaluation Data Sources:** Enrollment in Early Education Programs

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Continue to advertise the Pre-K in GPISD on the campus website, Twitter, Experience attendance, and through communication sent home to parents. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased Pre-K enrollment at the district level | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** District Administrators, Principal, Assistant Principal<br><br>**Title I:**<br>4.2 | 100% | 100% | 100% | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | |

**Goal 1:** Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based 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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Xello will be used to help students to determine interest for careers. The Career focus is prominent during Career day. Guest speakers come to speak with students about their careers and inspire them to reach for careers in chosen fields. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Preparation for careers and preparation for middle school selection to meet student needs.<br>**Staff Responsible for Monitoring:** Counselor<br>Administration<br><br>**Title I:**<br>2.5 | 80% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 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. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Guest speakers, college awareness and visibility throughout campus<br>**Staff Responsible for Monitoring:** Counselor<br>Administrators<br><br>**Title I:**<br>2.5<br>**Funding Sources:** - 199 - General Fund - $200 | 100% | 100% | 100% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** 4th/5th students will be able to participate in sharing their chosen careers. Lower grade level students will be able to listen and be encouraged by their peers.<br>**Strategy's Expected Result/Impact:** Students will be more aware of careers that they are interested in.<br>**Staff Responsible for Monitoring:** Administrators, Counselors, Classroom Teachers<br><br>**Title I:**<br>2.5 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 100% | 100% | 100% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Guest Speakers will be invited on Zoom to also come and speak about their career. They will motivate students about what college will do for them on Career Day.<br>**Strategy's Expected Result/Impact:** Students will be made aware of different careers.<br>**Staff Responsible for Monitoring:** Administrators, Counselors, Classroom Teachers<br><br>**Title I:**<br>2.5 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 50% | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Interventions will be given to students based on their data to increase student achievement. Targeted student groups are ALL, Eco Dis, AA, H, SPED and ELL students.<br>**Strategy's Expected Result/Impact:** Student achievement will increase.<br>**Staff Responsible for Monitoring:** Administrators, RtI core team<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 70% | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Seek additional students for GT program at Morton, based upon their academic performance.<br>**Strategy's Expected Result/Impact:** Increase student participation in the campus GT program.<br>**Staff Responsible for Monitoring:** GT specialist, Admin, Teachers<br><br>**Title I:**<br>2.5<br> **- TEA Priorities:**<br>Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 100% | 100% | 100% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Morton will participate in district competition to support academia such as Spelling Bee, Battle of the Books. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase student participation in academic competitions. **Staff Responsible for Monitoring:** GT, IMS, Administration, iCoaches **Title I:** 2.5  - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:**  - 199 - General Fund - $175 | Nov | Jan | Mar | June |
| | 100% | 100% | 100% | |

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

**Goal 1:** Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

    **Evaluation Data Sources:** tutoring records, prescriptive interventions documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Small group Instruction activities to ensure assistance with students struggling with academics to help support with closing the academic performance gap | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Both district and state assessment scores will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principals, iCoaches | Nov | Jan | Mar | June |
| **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** | 80% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide educational Field Experiences. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Students real-life experience and exposure to instruction outside of the campus environment . Exposing students to educational resources around the community. Hand-on experiences that can be applied to everyday life. Giving the students opportunity to gather evidence and apply research. Transportation will need to be provided for the students and teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, iCoach and Teachers | Nov | Jan | Mar | June |
| **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Funding Sources:**  - 211 - Title 1 - $4,500 | 70% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Students will be placed in intervention (RtI) groups based on data and individualized interventions will be put in place to increase student achievement. Targeted student groups are All, Eco Dis, AA, H, SPED and EB students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Core Team. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund, - 211 - Title 1 | 80% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Teachers will increase their integration of digital/software-based learning and practice opportunities in the classroom. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase in overall student achievement in all performance levels: approaching, meets, and masters. **Staff Responsible for Monitoring:** iCoaches, Admin, Distributed Leadership Team. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math | 80% | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Contact and schedule meetings with parents of students whose unexcused absences exceed more than 6. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase attendance percentage and student learning while at school. **Staff Responsible for Monitoring:** PEIMS Administration **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture | 50% | | | |

| **Strategy 6 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 6:** Communication with parents of students with excessive absences. Provide parents with an intervention plan to help address and support absenteeism. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase of student attendance<br>**Staff Responsible for Monitoring:** Administration<br>Truancy Office<br><br>**Title I:**<br>2.4, 2.6<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | 50% | | | |

| **Strategy 7 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 7:** Grade Level Attendance incentive promotion in conjunction with school Houses. The classes with highest attendance rates will be rewarded weekly. Students with perfect attendance will be rewarded in quarterly awards ceremonies. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase student achievement by motivation<br>**Staff Responsible for Monitoring:** Classroom Teachers, Counselors, Administration<br><br>**Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- Additional Targeted Support Strategy**<br>**Funding Sources:** - 199 - General Fund - $1,000 | 100% | 100% | 100% | |

| **Strategy 8 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 8:** In school, academic tutors for grades 2-5 will be employed to instruct applicable targeted students. Students will be provided specific targeted instruction based on individual needs of the students. Areas of focus include: Reading, Math and Writing | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased student academic achievement<br>**Staff Responsible for Monitoring:** ICoaches, Admin<br><br>**Title I:**<br>2.4<br> **- ESF Levers:**<br>Lever 2: Strategic Staffing<br>**Funding Sources:** - 199 - SCE - $7,000, - 211 - Title 1 - $5,000 | 100% | 100% | 100% | |

| **Strategy 9 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 9:** Start with Hello-Stand for Kind and mentor and mentee program will be in place for targeted students. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Behavioral issues will decrease and academics will improve | | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administrators Counsleor<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:**  - 199 - General Fund - $700 | | 100% | 100% | 100% | |

| **Strategy 10 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 10:** Identified SPED students qualifying for inclusion services will be served through inclusion services led by certified Special Education teacher and paraprofessional. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Identified SPED students' assessment data will improve.<br>**Staff Responsible for Monitoring:** Administrators, Inclusion teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math | | 80% | | | |

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

**Goal 1:** Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 5:** Provide additional academic and social emotional initiatives and support for grades 6 and 9.

    **High Priority**

    **HB3 Goal**

    **Evaluation Data Sources:** State and Local Assessment Data and Counseling Reports

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations.  (TEA Strategic Priority 1)

**Performance Objective 1:** Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

**High Priority**

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

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** Conduct formal observations followed using T-TESS , by a Post Conference to provide feedback on strengths and an area for growth that will produce the most overall growth for teacher and students.<br><br>**Strategy's Expected Result/Impact:** Teacher growth and improved Student Achievement.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 5: Effective Instruction | | | | **Formative** | | | **Summative** |
| | | | | Nov | Jan | Mar | June |
| | | | | 90% | ✗ | ✗ | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** Conduct walk-through observations and provide feedback to teachers and utilize findings to prepare professional development based on campus needs on PLC days<br><br>**Strategy's Expected Result/Impact:** Improved teacher quality and student achievement.<br>**Staff Responsible for Monitoring:** Administrators and iCoach<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 5: Effective Instruction | | | | **Formative** | | | **Summative** |
| | | | | Nov | Jan | Mar | June |
| | | | | 100% | 100% | 100% | |

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

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, 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.

   **Evaluation Data Sources:** retention data, recruitment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Create a tiered process for interviews. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Recruit and retain highly qualified personnel. <br> **Staff Responsible for Monitoring:** Administrators <br><br> **ESF Levers:** <br> Lever 2: Strategic Staffing | **Nov** | **Jan** | **Mar** | **June** |
| | 90% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement staff incentives for attendance and student academic performance. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Effective staff retention <br> **Staff Responsible for Monitoring:** Administration <br><br> **Title I:** <br> 2.5 <br>  - **TEA Priorities:** <br> Recruit, support, retain teachers and principals <br>  - **ESF Levers:** <br> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <br> **Funding Sources:**  - 199 - General Fund - $1,000 | **Nov** | **Jan** | **Mar** | **June** |
| | 100% | 100% | 100% | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations.  (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize PLC's to provide collaboration time for teachers to plans strategies for teaching based on student data and specific interventions needed for all students. Including data from Edugence, MAP and District Assessments. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased student achievement and improved teacher quality<br>**Staff Responsible for Monitoring:** Team Leaders, administrators and iCoach<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 5: Effective Instruction | 100% | 100% | 100% | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✖ Discontinue | | | | |

**Goal 3:** Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. 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. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

**Performance Objective 1:** Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Morton's CIC uses the Comprehensive Needs Assessment to determine Performance Objectives for the Campus Improvement Plan. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Overall campus improvement  **Staff Responsible for Monitoring:** CIC committee  **Title I:** 4.1  **- ESF Levers:** Lever 1: Strong School Leadership and Planning | 50% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide Parent and community training and engagement family activities to increase community engagement. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increased Community and Parent Engagement.  **Staff Responsible for Monitoring:** Community Liaison, Counselors, Administrators, Grade Level Teams and Fine Arts Teachers.  **Title I:** 4.1, 4.2  **- ESF Levers:** Lever 3: Positive School Culture  **Funding Sources:** - 211 - Title 1 - $1,875 | 60% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Utilize All Pro Dads to recruit male family and community members to volunteer on campus. Specific activities for dads (ex. Donuts with Dads). | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increased male presence on campus and increased community and parent involvement.<br><br>**Staff Responsible for Monitoring:** Administrators, Community Liaison, All Pro Dads District representative.<br><br>**Title I:**<br>4.2 | 10% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Conduct Parent Workshops based on the parent surveys to meet parent interests. Minimum of 3 workshops per year. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increased parent involvement and engagement<br><br>**Staff Responsible for Monitoring:** Community Liaison, Administrators<br><br>**Title I:**<br>4.2<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:**  - 211 - Title 1 - $1,500 | 40% | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Perform Curriculum Nights to parents where they will learn about upcoming teaching skills and how they will be taught to strengthen the home/school/community connection.  STAAR Night | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increase parent involvement and engagement with students.<br><br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 60% | | | |

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

**Goal 4:** Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

**Performance Objective 1:** Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.

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

| Strategy 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Teachers will integrate digital software based learning into their lessons (Stemscopes, Imagine Math/Learning, etc.) | | | **Formative** | | | **Summative** |
| | | | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase student achievement<br>**Staff Responsible for Monitoring:** Administration<br>iCoach<br>Teachers<br><br>**Title I:**<br>2.5, 2.6<br> **- ESF Levers:**<br>Lever 5: Effective Instruction | | | 100% | 100% | 100% | |

| Strategy 2 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 2:** Gradual improvement of technology for projection in class purposes to improve instruction. | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improvement in teachers technology integration and implementation.<br>**Staff Responsible for Monitoring:** Administration, iCoaches<br><br>**Title I:**<br>2.5<br>**Funding Sources:**  - 211 - Title 1 | | | **Nov** | **Jan** | **Mar** | **June** |
| | | | 45% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 4:** Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

**Performance Objective 2:** GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All classroom teachers will incorporate a variety of technology programs and applications to deliver high-quality instruction to students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increased effective technology usage for instruction.<br>    **Staff Responsible for Monitoring:** GPISD Technology and Professional Development departments, Instructional Media Specialist<br><br>    **Title I:**<br>2.5, 2.6<br>    **Funding Sources:**  - 199 - General Fund - $1,000 | 40% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Teachers will continue to be offered online technological professional development to increase their professional use of technology and implementation of technological integration into their lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increased quality of instruction through technology usage.<br>    **Staff Responsible for Monitoring:** Instructional Media Specialist<br>Administration<br><br>    **Title I:**<br>2.5 | N/A | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Teachers will use projectors and document cameras to enhance student understanding as well as grasping the concept of the skills taught in the classroom. This will help support the I Do, You Do, We Do model. These technical devices will be used whole group as well as with small group instruction; in order to address the achievement gaps. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students will gain great knowledge of the skills with the variety of methods used as exposure. <br> **Staff Responsible for Monitoring:** Principal, Assistant Principals, iCoaches <br><br> **Title I:** <br> 2.5 <br> - **TEA Priorities:** <br> Build a foundation of reading and math, Improve low-performing schools <br> - **Additional Targeted Support Strategy** <br> **Funding Sources:** - 211 - Title 1 - $3,300 | 75% | | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 1:** Morton Elementary will continue to ensure the safety and well-being of students, staff, and parents, and community members.

    **Evaluation Data Sources:** Incident reports, COVID-19 reporting, BOE report format.

| Strategy 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Use of security vestibule, cameras and Raptor are safety and security measures to keep all stakeholders safe | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safe Schools<br>**Staff Responsible for Monitoring:** GPISD Security Team, Administrators and Secretary | | | **Nov** | **Jan** | **Mar** | **June** |
| | | | 100% | 100% | 100% | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | | ✕ Discontinue | |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 2:** Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

    **Evaluation Data Sources:** Incident and attendance reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue anonymous bullying reporting system for students and parents | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Promote safe learning environment | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration<br>Counselor | 100% | 100% | 100% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Review safety drill procedures and processes monthly with students and staff | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safety drills and procedures will be conducted according to GPISD guidelines | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 100% | 100% | 100% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive discipline plan. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Decrease discipline referrals | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration | 100% | 100% | 100% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Establish the RCA Houses system to create a sense of belonging, community and positive culture around campus. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Decrease discipline referrals<br>**Staff Responsible for Monitoring:** PBIS committee and Administration<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:**  - 199 - General Fund - $500 | 100% | 100% | 100% | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 3:** Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

**High Priority**

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Decrease in behavioral and discipline referrals. Support students' overall well-being<br><br>**Staff Responsible for Monitoring:** Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services<br><br>**Title I:**<br>2.6<br> **- Targeted Support Strategy - Additional Targeted Support Strategy** | 100% | 100% | 100% | |
| 0% No Progress       100% Accomplished       ➡ Continue/Modify       ✕ Discontinue | | | | |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 4:** Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

    **Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources

    **Summative Evaluation:** Met Objective

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 5 | 3 | 1 | Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. |

# Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 4 | 1 | Small group Instruction activities to ensure assistance with students struggling with academics to help support with closing the academic performance gap |
| 1 | 4 | 2 | Provide educational Field Experiences. |
| 1 | 4 | 7 | Grade Level Attendance incentive promotion in conjunction with school Houses. The classes with highest attendance rates will be rewarded weekly. Students with perfect attendance will be rewarded in quarterly awards ceremonies. |
| 4 | 2 | 3 | Teachers will use projectors and document cameras to enhance student understanding as well as grasping the concept of the skills taught in the classroom. This will help support the I Do, You Do, We Do model. These technical devices will be used whole group as well as with small group instruction; in order to address the achievement gaps. |
| 5 | 3 | 1 | Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. |

# Campus Funding Summary

## 199 - General Fund

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 5 | | | $1,000.00 |
| 1 | 3 | 2 | | | $200.00 |
| 1 | 3 | 7 | | | $175.00 |
| 1 | 4 | 3 | | | $0.00 |
| 1 | 4 | 7 | | | $1,000.00 |
| 1 | 4 | 9 | | | $700.00 |
| 2 | 2 | 2 | | | $1,000.00 |
| 4 | 2 | 1 | | | $1,000.00 |
| 5 | 2 | 4 | | | $500.00 |
| | | | | **Sub-Total** | $5,575.00 |

## 199 - SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 4 | 8 | | | $7,000.00 |
| | | | | **Sub-Total** | $7,000.00 |

## 211 - Title 1

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 8 | | | $500.00 |
| 1 | 4 | 2 | | | $4,500.00 |
| 1 | 4 | 3 | | | $0.00 |
| 1 | 4 | 8 | | | $5,000.00 |
| 3 | 1 | 2 | | | $1,875.00 |
| 3 | 1 | 4 | | | $1,500.00 |
| 4 | 1 | 2 | | | $0.00 |
| 4 | 2 | 3 | | | $3,300.00 |
| | | | | **Sub-Total** | $16,675.00 |