

# Grand Prairie Independent School District

## Lee Elementary

### 2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



# **Mission Statement**

## **MISSION STATEMENT:**

We will ensure student success through engaging learning experiences, collaborative and intentional leadership and a focus on maximizing student achievement.

# **Vision**

Lee Elementary is committed to creating a safe learning environment where each student is actively engaged.

We strive to be compassionate and responsible citizens with a strong focus on academic growth and individualized excellence.

# **Value Statement**

Lee 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Lee Elementary is a Kindergarten through 5th-grade campus with 500 students enrolled.**

Ethnic distribution remains consistent with the previous year with 94 % of the campus is economically disadvantaged. 46% are English language learners. The campus has a mobility rate of 20%. The Student Demographics are 79% Hispanic, 12% African American, 6.3% White, .9% Pacific Islander, .36% Asian, .04% Other.

**Lee shares the campus and some staff with the Uplift Lee Charter School. Uplift Lee adds approximately 250 additional students to our campus.**

### Demographics Strengths

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

- **There is an Ethnically Diverse instructional staff, so students are able to role models that look like them.**
- **There is a strong sense of family thus the reference to Fami "LEE" of students, parents, and staff.**
- **Parents of students are very supportive of the school and their child's education.**
- **Bilingual instruction is provided for students who are Language Learners.**
- **Retired teachers serve as tutors on our campus.**
- **Academic interventions are provided to all students who are At-Risk.**

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The at-risk population is 80% for Lee Elementary **Root Cause:** Homeless population makes up almost 10%, Special Ed makes up 10.2%, and mobility is 20%

**Problem Statement 2:** Enrollment has declined from 555 to 500; losing 55 students and 3 teachers. **Root Cause:** Student mobility rate has grown and neighborhood charter schools are our drawing students

## Student Academic Achievement

### Student Academic Achievement Summary

Lee Elementary's 2017-18 Accountability rating is Met Standard with a score of 82. Students and Teachers could see our significant growth from the prior year and decided that we could increase in all areas. The results from the Accountability Summary are Domain 1 Student Achievement performance is 72 out of 100. Domain 2 Student Progress performance is 82 out of 100. Domain 3 Closing the Performance Gap is 78 out of 100. Robert E Lee Elementary not only Met Standards but exceeded all domain requirements.

District Benchmarks Data show gradual improvement each 9 weeks in student achievement with the confirmation of the progress on STAAR for grades 3-5. Running Records and Reading assessments show that our Kindergarten-2nd-grade students are also making progress toward the goal of all students reading at or above their grade level.

### Student Academic Achievement Strengths

2018 Texas Accountability Summary Highlights:

- Index 1 Student Achievement increased from 64 to 72.
- Index 2 Student Progress increased from 41 to 82.
- Index 3 Closing the Performance Gap increased from 36 to 78

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Struggle in the subject area of reading on district assessment and STAAR **Root Cause:** Student deficiencies upon entering school due to limited vocabulary and possible mobility

**Problem Statement 2:** STAAR Writing Scores lowest in comparison with all subject areas. **Root Cause:** Writing across subject areas and across grade levels is impeding on performance

## School Processes & Programs

### School Processes & Programs Summary

Lee 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. Vertical alignment meetings occur bi-monthly as well.

**Lee strives to hire and retain high-quality teachers and staff. Most returning teachers have 1 to 5 years experience. Lee Elementary has had a very high teacher and administrator turn over rate for the past 9 years as a high need campus. In an effort to increase enrollment on campus Robert E Lee Elementary shares the campus with Uplift Lee Charter School.**

### School Processes & Programs Strengths

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

- Eduphoria 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 Staff Spirit Teams facilitates cohesiveness within the campus climate

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Writing curriculum does not meet the needs of the students on the campus; writing scores were low state-wide. **Root Cause:** Empowering writers curriculum should be tailored to the needs of the campus

## **Perceptions**

### **Perceptions Summary**

At Lee Elementary there is a strong sense of community amongst the students, parents, and staff.

As such there are family workshops and activities for parents and students.

The community feels a part of the school which is seen in daily parent visits for lunch with their children.

Lee also has business representatives from the community who come and support the campus morale with impromptu gifts 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.

Lee Legions was created as an effort to build the campus climate across grade levels and job descriptions. Each legion team is comprised of a teacher from each grade level, a paraprofessional from each grade level as well as a specials teacher. The teams have monthly competitive challenges that bring them together.

### **Perceptions Strengths**

- Parents are a part of the education of their children.
- Campus-based training is well planned and implemented

- Very diverse staff
- Eduphoria will be utilized to track teachers' participation in District training
- Implementing Strong PLC planning (Focused on TEA Standards and correlating with the YAG)
- Implementing Lee Legions Teams to bring about cohesiveness campus climate
- 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.
- Robert E Lee will provide Adult Education programs. The programs that will be provided are weekly Parent ESL Classes starting in November and ending in May.
- Family Cross-Curricular Night
- We also provided a parent volunteer area for parents to work/volunteer during the day, when they were not assisting teachers directly.
- Adult education programs
- Parent Volunteer orientation training
- Communication is in both English and Spanish
- We have a Lee Campus Facebook page
- Continue and phone messenger ( in both English and Spanish)
- Variety of parent education opportunities

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent Engagement is Low; PTA membership is low and PTA sponsored events. **Root Cause:** Lack of trust with PTA officers; Lack of Recruitment



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


# 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:** 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 Source(s) 1:** PLC rosters, training agendas, intervention documentation, tutoring records

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 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.	2.4, 2.5, 2.6	Team Leaders, administrators and iCoach	Increased student achievement and improved teacher quality				
2) Continue iCoach supplemental work to assist with classroom instructional delivery, training, follow-up and support and accelerated learning strategies.	2.5	Administration	District summative assessments, instructional delivery improvement as evidenced through classroom formative walk through data, increased teacher effectiveness with instructional planning and delivery incorporation				
3) Teachers will regularly meet with administration and each other to discuss alignment and design of lessons.	2.4	Administration	Increased percentage of students mastering math, reading, writing, and science content				
4) Utilize a variety of progress monitoring programs to develop recurring campus-wide, formal data meetings to drive adjustments to students' individual learning plans	2.6	Administration Teachers	Increased percentage of students mastering math, reading, writing, and science content.				
							

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

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

**Evaluation Data Source(s) 2:** Enrollment data, GPISD assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote GPISD's Full day Pre-K program with signage and verbal recommendations		PEIMS Clerk Secretary Administration	Ensure that full day Pre-K sections are full				


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

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

**Evaluation Data Source(s) 3:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct Career Cruising for students to determine interest for careers.		Counselor Administration	Preparation for careers and preparation for middle school selection to meet student needs.				
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. There will also be a video on selected Fridays highlighting college campuses during lunch time. 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.		Counselor Administrators	Guest speakers, college awareness and visibility throughout campus				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
  = No Progress  
 ✘ = Discontinue

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

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

**Evaluation Data Source(s) 4:** PEIMS data, completion rates. STAAR data, GPISD progress reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) 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 Case Manager and Coordinator		Administration Counselor Teacher RtI Case Manager	Training documentation, RTI meeting logs, documentation of supports on Edugence; More progress on report cards and progress reports. STAAR data will increase with student achievement				
	Funding Sources: 211 - Title 1 - 1500.00						
2) Provide group or individual counseling to students who meet at-risk criteria as needed		Counselor Administrator	Counseling documentation records				

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

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

**Evaluation Data Source(s) 5:** tutoring records, prescriptive interventions cocumentation

**Summative Evaluation 5:**

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

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

**Evaluation Data Source(s) 6:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

**Summative Evaluation 6:**

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

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

**Evaluation Data Source(s) 7:** Attendance Reports.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Call parents of absent students daily to document why they are absent		PEIMS Administration	Increase attendance percentage				





= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue


**Goal 2: 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, training records, classroom walkthroughs, teacher 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 Source(s) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>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.</p>		Administrators	Teacher growth and improved Student Achievement.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Conduct walk-through observations and provide feedback to teachers and utilize findings to prepare professional development based on campus needs on Wednesdays.</p>		Administrators and iCoach	Improved teacher quality and student achievement.				









**Goal 2:** 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, training records, classroom walkthroughs, teacher 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 Source(s) 2:** retention data, recruitment data

**Summative Evaluation 2:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) Conduct Data Analysis Meetings to determine student needs and modify instructional calendars to scaffold and reteach needed instructional content.</p>		Teachers, Administrators and iCoaches	Increased student achievement. Student growth.				
<p>2) Implement staff incentives for attendance and student academic performance.</p>		Administration	Effective staff retention				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2:** 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, training records, classroom walkthroughs, teacher 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 Source(s) 3:** PLC feedback, lesson plans, student achievement data

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>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.</p>		Team Leaders, administrators and iCoach	Increased student achievement and improved teacher quality				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 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 Source(s) 1:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lee's CIC uses the Comprehensive Needs Assessment to determine Performance Objectives for the Campus Improvement Plan.		Administrators, CIC	Focused and effective CIP based on CNA.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1							
							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The at-risk population is 80% for Lee Elementary <b>Root Cause 1:</b> Homeless population makes up almost 10%, Special Ed makes up 10.2%, and mobility is 20%
<b>Problem Statement 2:</b> Enrollment has declined from 555 to 500; losing 55 students and 3 teachers. <b>Root Cause 2:</b> Student mobility rate has grown and neighborhood charter schools are our drawing students
Student Academic Achievement
<b>Problem Statement 1:</b> Struggle in the subject area of reading on district assessment and STAAR <b>Root Cause 1:</b> Student deficiencies upon entering school due to limited vocabulary and possible mobility

**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 Source(s) 2:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Provide Parent and community training and engagement activities to increase community engagement. Including but not limited to , Cinco de Mayo Parade, and Dr. Martin Luther King Parade	3.1, 3.2	Community Liaison, Counselors, Administrators, Grade Level Teams and Fine Arts Teachers.	Increased Community and Parent Engagement.				
	Funding Sources: 211 - Title 1 - 0.00						
<b>Critical Success Factors</b> CSF 5  2) Utilize All Pro Dads to recruit male family and community members to volunteer on campus. Specific activities for dads (ex. Donuts with Dads).	3.2	Administrators, Community Liaison, All Pro Dads District representative.	Increased male presence on campus and increased community and parent involvement.				

**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 Source(s) 3:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

**Summative Evaluation 3:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct Parent Workshops based on the parent surveys to meet parent interests. Minimum of 2 workshops per semester.	3.2	Community Liaison, Administrators	Increased parent involvement and engagement				
Funding Sources: 211 - Title 1 - 2400.00							
							

**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 Source(s) 1:** Campus inventory, purchase orders, usage data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) District deployment of new technology and teachers will receive required training for implementation of technology within the classroom</p>		Teachers, iCoach and Administrators and IMS	Increased student achievement and student use of technology.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Teachers will integrate digital software based learning into their lessons ( Reading A-Z)</p>		Administration iCoach Teachers	Increase student achievement				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							









**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 Source(s) 2:** classroom walkthroughs, teacher feedback, usage logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Digital integration training to incorporate technology and effective applications into the teaching and learning process will be provided by the district (including Apple badges).</p>	2.6	GPISD Technology and Professional Development departments	Increased effective technology usage for instruction.				
<p>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.</p>		Instructional Media Specialist Administration	Increased quality of instruction through technology usage.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Teachers will continue to complete a technology survey to provide data in order to drive staff development decisions to meet teacher' and student instructional needs.</p>		Instructional Media Specialist Administration	Improved technology integration				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: Safe and Orderly Environment: GPISD 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, behavior records, PEIMS data. (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 Source(s) 1:** Incident reports. BOE report format.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use of security vestibule, cameras and Raptor are safety and security measures to keep all stakeholders safe		GPISD Security Team, Administrators and Secretary	Safe Schools				

**Goal 5: Safe and Orderly Environment:** GPISD 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, behavior records, PEIMS data. (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 Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue anonymous bullying reporting system for students and parents		Administration Counselor	Promote safe learning environment				
2) Review safety drill procedures and processes monthly with students and staff		Administration	Safety drills and procedures will be conducted according to GPISD guidelines				
3) Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive discipline plan.		Administration	Decrease discipline referrals				
							

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bianca Green	Principal
Administrator	Abe Flores	Assistant Principal
Administrator	Tiffany Smith	Assistant Principal
Business Representative	Nicholas Hamilton	Salon Owner
Classroom Teacher	Charla Ferrell	Teacher
Parent	Tenika Simmons	Parent
Parent	Laura Reed	Parent
Counselor	Marisela Duran	Counselor
Community Representative	Grace Salazar	Community Pastor
Non-classroom Professional	Catherine Gokey	iCoach
Non-classroom Professional	Rebeca Anguiano	iCoach
Counselor	Rickeshea Todd	Counselor
District-level Professional	Cheree Carter	District Professional
Classroom Teacher	Daisy Corona	Teacher
Classroom Teacher	Jimmy Nguyen	Teacher
Business Representative	Kathryn Stempke	Business Representative

## District Funding Summary

<b>211 - Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1			\$1,500.00
3	2	1		500	\$0.00
3	3	1			\$2,400.00
<b>Sub-Total</b>					\$3,900.00
<b>Grand Total</b>					\$3,900.00