

Grand Prairie Independent School District
Powell Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Colin Powell Elementary is a premier education experience that encourages hard work, high expectations and has a history of academic excellence. With over 20 years of traditional learning and an emphasis on Fine Arts, our school also offers a variety of clubs for our students to be involved such as: Student Council, Kindness Crew, Drum Club, Chess, etc. Our community is rich in diversity, which is reflected in our student population of 504 students: 34% Hispanic, 32% African-American, 15% White, 12% Asian, and 7% two or more races. We serve 11% English Language Learners and 44% of our students are classified as economically disadvantaged. The programs provided at Powell also include special education at 13%, 504 at 8% and gifted/talented at 13%. Our average class size is within the state ratio limit of 22 students per one teacher in grades K-4. Our student attendance rates averaged above 98% for the year of 2020-2021 which is higher than most GPISD schools. All staff members are committed to building a welcoming atmosphere for all students. Each student will be greeted daily not only by their teacher but other staff members in the hallways and students who serve on our Palomino Patrol. Teachers are invested in building a family atmosphere within their classrooms. Powell is a place where student cultures are celebrated. Our mulit-cultural nights have been a great success with parents and families sharing their cultures. Our PTA supports campus educational goals by sponsoring events for teachers, students, and staff. The teaching staff is experienced and strong, most with over 10 years of teaching experience.

Demographics Strengths

- Colin Powell has a very diverse student population with 19 home languages spoken. Our staff continues to grow in diversity. Majority of our staff has over 10 years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student demographic population does not match our staff demographic population. **Root Cause:** Our student demographic population becomes more diverse each year, and low staff turnover reflects previous student demographic populations.

Problem Statement 2: Our student attendance continues to be a problem each year despite daily announcements, incentives and parent reminders. The attendance rates are: 2014-15 97.9%, 2015-16 97.7%, 2016-17 97%, 2017-18 96.96%, 2018-19 97.56%, 2020-21 98.48% (pandemic year). **Root Cause:** School does not seem to be a priority to some of our families and unnecessary family trips are scheduled during school days. COVID quarantine (positive for COVID or Close contact identification).

Student Learning

Student Learning Summary

Historically the students of Powell Elementary outperform other campuses in our TEA accountability comparable group. In the 2015-2016 school year, Powell students earned five distinctions for state performance in addition to meeting TEA standards. In the 2016-2017, 2017-2018, and 2018-2019 school year, Powell students earned all six distinctions possible for state performance in addition to meeting TEA standards. Preliminary results for the 2020-2021 school year state that the students at Powell Elementary continue to outperform the schools in our district.

Student Learning Strengths

- Powell is among the top performing elementary schools in our comparable groups for each TEA distinction performance area in the state.
- Within our district, Powell elementary continues to outperform the other schools.
- Powell teachers continue to focus on the growth of all students, which results in high achievement and high growth rates for students.
- Preliminary results show that the students at Powell Elementary continue to outperform schools in our district in the areas of approaches, meets, and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Special Education students in the general education setting continue to perform at a significantly lower rate than that of their peers. **Root Cause:** Our Special Education students struggle with academic vocabulary and performing at the same level as their peers.

Problem Statement 2: Due to the pandemic, there will be a gap in performance for some virtual learners. **Root Cause:** Due to the pandemic, we had a percentage of students that remained virtual all year.

School Processes & Programs

School Processes & Programs Summary

Powell staff utilizes effective Tier I instruction for all students and are highly qualified in their academic areas. Students are one to one with technology devices to enhance their learning. The Powell staff is well educated in the needs of diverse learners and strives to get students caught up to grade level expectations. We focus on the whole child. The academic needs of our students are met with the Gifted & Talented, ESL, Dyslexia and Special Education programs. The Social/Emotional needs are met with the Kindness Crew, monthly SEL sessions, mentoring through Handprints on Hearts, and utilizing the Capturing Kids Hearts program.

School Processes & Programs Strengths

- The Powell staff is experienced and highly qualified.
- Many academic programs are offered to meet the needs of diverse learners.
- Offers opportunities for extra curricular clubs & activities geared toward student interest.
- Majority of grade level teachers are ESL certified and up to date in their GT hours.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providing more opportunities for parent involvement through PTA and volunteers. **Root Cause:** COVID protocols eliminated the ability for parents to visit campus, however there has been a continual decline in parent involvement. Additionally, we annually lose parent volunteers due to students promoting to middle school.

Problem Statement 2: Broaden the grade range of extra curricular activities to include all grade levels. **Root Cause:** Most clubs offered are usually geared toward grades 3, 4, and 5 as well as having limited staff involvement.

Perceptions

Perceptions Summary

Powell is a traditional elementary school consisting of a welcoming atmosphere, a variety of traditions, and high expectations for all to succeed in an ever-changing world. Our campus strives to enrich, grow, and produce life-long learners who will one day thrive in our community. We believe our students can achieve their personal and academic goals with the help and guidance of all stakeholders.

Perceptions Strengths

- Powell is perceived by the larger community as a high performing school in a diverse area with active family involvement.
- Powell takes pride in building a strong community.
- The longevity of our staff makes a positive impact in personal and academic performance resulting in a rich culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus attendance expectations do not correlate with student engagement and performance level on district and state assessments. **Root Cause:** The majority of our students who did not meet their target goal on performance assessments were those with inconsistent attendance.

Problem Statement 2: The first day of school starts with instruction, and there is no time to build relationships with students or families. The relationships between staff/students suffer, but need to be cultivated throughout the year to impact learning to the optimum level. **Root Cause:** Our district/campus does not require parent conferences at the beginning of the year, nor does it give us time to cultivate relationships with our students and their families.

Priority Problem Statements

Problem Statement 1: Our campus attendance expectations do not correlate with student engagement and performance level on district and state assessments.

Root Cause 1: The majority of our students who did not meet their target goal on performance assessments were those with inconsistent attendance.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Accelerating Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the academic areas of reading, literacy and writing of the English language and in the understanding of mathematics, science and social studies including a focus on SEL and mental health needs. Accelerated learning is needed because many students have experienced learning loss since the COVID-19 pandemic made it necessary to close schools last year. Some of the funds that the District receives through ESSER III will be earmarked for the specific purpose of helping students to catch up academically. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4 and Local Strategic Priorities 6, 7)

Performance Objective 1: Accelerate and increase the academic achievement for all students as measured by district and state assessment performance and growth. Which will decrease dropout rates and increase completion rates for students designated as At-Risk of dropping out of school by TEA definitions. Continue to implement needs assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective interventions for all students in all subject areas.

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PLCs will be held weekly (on Wednesdays) during conference time and during some Wednesday afternoon staff meeting times. PLCs will focus on lesson planning, instructional delivery and student centered activities using student data.</p> <p>PBMAS Indicates a level 1 caution regarding performance in the areas of math, reading, and science. These areas will be addressed through PLC and targeted planning/instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use PLC time to plan/implement/reflect on instructional delivery using student data.</p> <p>Staff Responsible for Monitoring: Connections Teacher, Principal, Teachers, Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior and academic RTI will be implemented and closely monitored by staff and administration using formative and summative assessment data, including universal screeners and state testing, to improve student engagement and emotional/academic achievement.</p> <p>Strategy's Expected Result/Impact: With support, students will grow academically and behaviorally with RTI support from their teacher(s).</p> <p>Staff Responsible for Monitoring: Principal, Connections Teacher, Teachers, RTI Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have access to District approved intervention resources (Pearson Diagnostic Intervention Kit/Renaissance Learning/Patterns of Power/Project Read) as an RTI intervention as well as for any struggling students. This program is a research based intervention program.</p> <p>Strategy's Expected Result/Impact: Data will indicate students' growth or areas of deficit for teacher intervention and data collection.</p> <p>Staff Responsible for Monitoring: Connections Teacher Principal Secretary</p> <p>Funding Sources: iStation Subscription - 199 - SCE - \$7,140</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: At risk students will be invited to tutoring to prepare for state assessments as well as scaffold prerequisite skills. The campus will utilize teaching staff and supporting materials to meet student needs.</p> <p>Strategy's Expected Result/Impact: Data will indicate student growth and a decline in deficits with prerequisite skills.</p> <p>Staff Responsible for Monitoring: Teachers, Connections Teacher, Principal, Secretary</p> <p>Funding Sources: STAAR Tutoring Materials - 199 - General Fund - SCE - \$3,600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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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 Pre-Kindergarten-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Advertise GPISD options for Pre-K through parent contact, social media, marquee announcements, and attendance at the GPISD experience. Front office staff will be knowledgeable in the campuses offering PreK and the application process. Strategy's Expected Result/Impact: Increased enrollment for GPISD PreK programs. Staff Responsible for Monitoring: PEIMS, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Education will be an integral part of the curriculum at Colin Powell. Morning announcements will include a character trait and "words to live by". Students from each class will be recognized at the end of each month for having portrayed good character during the month.</p> <p>Strategy's Expected Result/Impact: Certificates given for good character traits.</p> <p>Reduction of office referrals for character related infractions.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Powell Students will participate in a week long college/career focus in November (GenTX). Fourth grade students will write to colleges and fifth grade will "become" wax figures and will teach other students about careers while other grades will research specific career fields.</p> <p>Strategy's Expected Result/Impact: Reflective papers written after students have visited the "Wax Museum"</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Powell students will all have access to "XELLO" - an online career program they are able to access both at school and at home.</p> <p>Strategy's Expected Result/Impact: Review of student engagement/participation within the program.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: A Career Fair providing students opportunities to hear from various citizens about their careers will be held in the spring of the year. A focus on the education needed for the career as well as the duties and responsibilities of the career path will be shared with students.</p> <p>Strategy's Expected Result/Impact: On-going writing projects as well as posters and oral presentations from students sharing their new knowledge will be graded.</p> <p>Staff Responsible for Monitoring: Counselor, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Strategy's Expected Result/Impact: Students will receive support from the district. Staff Responsible for Monitoring: PEIMS</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identified GT students are served daily by a certified GT teacher and work with their grade level GT peers on high rigor extension and enrichment activities. Strategy's Expected Result/Impact: GT students will maintain high levels of academic achievement in class and on district/state assessments. Staff Responsible for Monitoring: GT teacher, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Identified SPED students will be served in a Functional Skills classroom and/or through inclusion services in a general education setting lead by certified Special Education teachers and para-professionals. PBMAS Indicates a level 1 caution regarding performance in the areas of math, reading, and science. These areas will be addressed through PLC and targeted planning/instruction. Strategy's Expected Result/Impact: Identified students' progress reports on their individual goals according to their IEP. Staff Responsible for Monitoring: ARD committee, Administrators, Certified Special Education Teachers, Special Education paras</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will identify struggling students to provide targeted instruction in order to prepare for state assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all areas, but specifically those students coded at-risk.</p> <p>Staff Responsible for Monitoring: Connections Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 5: Continue the implementation of social and emotional learning curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment including building healthy relationships, bullying prevention, self regulation, etc.

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

Strategy 1 Details	Reviews			
Strategy 1: All staff members will be trained to use Capturing Kids Hears curriculum and programming. Strategy's Expected Result/Impact: Increased empathy toward others, decrease in student misbehavior, increased teacher retention Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will receive monthly guidance lessons including anti-bullying, self-regulation, and drug free lessons. Strategy's Expected Result/Impact: Increased inclusion for all students, decrease in bullying reports and incidents, decrease in discipline referrals. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 6: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Sources: Attendance Reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Accurate tracking of student attendance by teachers and students. Provide incentives for attendance.</p> <p>Strategy's Expected Result/Impact: Increase overall student attendance by tracking and rewarding individual attendance.</p> <p>Staff Responsible for Monitoring: Teachers, PEIMS Clerk, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1: Local Strategic Priority 7)

Performance Objective 1: Support district's leadership mission and goals: We Create Success-We Lead by Example-We Empower People through leadership development initiatives and professional development for teachers and staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Planned learning communities (PLC) within grade level teams facilitated by an instructional coach to improve teacher quality, curriculum knowledge and academic achievement.</p> <p>PBMAS Indicates a level 1 caution regarding performance in the areas of math, reading, and science. These areas will be addressed through PLC and targeted planning/instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement as a result of more effective planning and instruction.</p> <p>Staff Responsible for Monitoring: Connections Teacher, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1: Local Strategic Priority 7)

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. Provide a continued focus on staff wellness and building a positive school climate.

Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Powell teachers will be involved in the hiring and selection process. Teams will have the ability to screen and interview multiple candidates and their top choices will be invited to interview with administration and instructional connections teacher.</p> <p>Strategy's Expected Result/Impact: Powell teachers will have a say in who will join their team. In addition, they will be motivated to help grow any struggling teammates.</p> <p>Staff Responsible for Monitoring: Principal, team leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Powell administration will support teacher growth and development through the T-TESS process.</p> <p>Strategy's Expected Result/Impact: Teacher growth and student achievement</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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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. (ESSA Requirement)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Team leaders will serve as RTI leaders for each grade level to supervise the RTI process. The principal and connections teacher will serve on the RTI committee to supervise the RTI process and documentation.</p> <p>Strategy's Expected Result/Impact: At risk students will grow in all areas of academics</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The staff will engage in data analysis meetings at the end of each district assessment window including, but not limited to, data dis-aggregation of DRA, STAR 360, district quarterly assessments, and TPRI.</p> <p>PBMAS Indicates a level 1 caution regarding performance in the areas of math, reading, and science. These areas will also be addressed during data dis-aggregation.</p> <p>Strategy's Expected Result/Impact: Teachers will plan targeted interventions based on the needs of students which will positively impact student growth.</p> <p>Staff Responsible for Monitoring: Principal, Connections Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A campus teacher will be selected to serve as the RTI coordinator for the campus. This teacher will work with teachers to assist with data dis-aggregation, goal setting, meeting setup, documentation, etc.</p> <p>Strategy's Expected Result/Impact: Increased reliability with RTI referral, documentation, and student progress. Increased accuracy in identified student goals and intervention tool selection.</p> <p>Staff Responsible for Monitoring: Principal, RTI Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Parent and Community Engagement: Parents, families 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 6) (ESSA and ESSER requirements)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Form a Campus Improvement Committee and ensure all GPISD policies and procedures are followed. Strategy's Expected Result/Impact: Overall campus improvement Staff Responsible for Monitoring: Campus Improvement Committee, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Parent and Community Engagement: Parents, families 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 6) (ESSA and ESSER requirements)

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 (including virtual/online meetings).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Powell PTA is very active, with 100% of staff as acting members, that work tirelessly to raise money for school events and is well known throughout the community. PTA provides field trips for each grade level in addition to supporting an in/outdoor ed experience for all 5th graders for 4 days and 3 nights at the on campus or at YMCA Camp Grady Spruce.</p> <p>A Back to School Bash welcomes all families back to Powell each fall.</p> <p>Family Spirit Nights are held at local restaurants monthly throughout the school year.</p> <p>Strategy's Expected Result/Impact: Families are more involved in the campus culture and student learning.</p> <p>Staff Responsible for Monitoring: PTA Board</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain Men of Powell program which participate in events to increase family engagement for all students. Events include hiking, caroling, outside trips and support on campus</p> <p>Strategy's Expected Result/Impact: Increase the number of men involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal, Lead Men of Powell dad</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Parent and Community Engagement: Parents, families 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 6) (ESSA and ESSER requirements)

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Powell will host a curriculum night at the beginning of the year (fall semester) to cover grade level expectations and curriculum overview with parents.</p> <p>We will host a multicultural night in the spring to celebrate our community's diversity.</p> <p>Strategy's Expected Result/Impact: Parents will be empowered with tools to assist their children at home.</p> <p>Parents will understand our rich campus diversity and build relationships with other families during this community night.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Connections Teacher, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  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: Staff/teacher/parent training resources, lesson plans, technology inventory, Campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 5 and 6)

Performance Objective 1: 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			
<p>Strategy 1: Implement GPISD Technology Plan.</p> <p>Strategy's Expected Result/Impact: 1:4 ratio of iPads in K-2 classrooms, 1:1 ratio of iPads in 3-5 classrooms, and 1:4 ratio of MacBooks in 3-5 classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Connections Teacher, Instructional Media Specialist, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will integrate digital materials into their lessons (ex: Imagine Learning, district provided math intervention, teacher choice applications, etc.)</p> <p>PBMAS Indicates a level 1 caution regarding performance in the areas of math, reading, and science. These areas will be addressed through instruction including integration of digital materials and tracking of progress for online programs such as iStation.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Instructional Media Specialist, Connections Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  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: Staff/teacher/parent training resources, lesson plans, technology inventory, Campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 5 and 6)

Performance Objective 2: GPISD will continue to design and implement a comprehensive 1-to-1 student/device digital integration plan to incorporate technology and effective applications into the teaching and learning process to support online/technology-based learning.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Through specific training's led by our IMS/IMA, teachers will become adept at incorporating technology based learning using effective applications into their teaching processes.</p> <p>Strategy's Expected Result/Impact: Increase teacher comfort with integrating technology for the benefit of students</p> <p>Staff Responsible for Monitoring: IMS IMA Teachers Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Health and Safety: GPISD will provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees. Measurements: Safety audit reports, COVID-19 Safety Protocol checklist/data, CDC guidance, discipline management plans, discipline records, attendance rates, social-emotional focused surveys, social and emotional learning lessons, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5 and 7)

Performance Objective 1: GPISD will continue to ensure the safety and well-being of students, staff, parents, and community members by including COVID-19 precautions and safeguards according to CDC, state, and county guidelines and recommendations.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Powell staff will be trained on all safety plans and disaster plans several times throughout the year. Regularly held fire drills, disaster drills, lock down drills will keep staff and students ready for an emergency.</p> <p>Strategy's Expected Result/Impact: Students and staff will be better prepared for an emergency situation with shorter reaction time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Health and Safety: GPISD will provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees. Measurements: Safety audit reports, COVID-19 Safety Protocol checklist/data, CDC guidance, discipline management plans, discipline records, attendance rates, social-emotional focused surveys, social and emotional learning lessons, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5 and 7)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals, increase restorative practices and increase attendance rates to ensure student success. (ESSA Requirement)

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will be trained in CKH and implement it with fidelity each day. Strategy's Expected Result/Impact: Students will feel safe so learning can take place Staff Responsible for Monitoring: Campus Administrators Campus Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Powell school counselor will teach guidance lessons in all classrooms and additionally will work with individuals and small groups to teach social and emotional skills to our students. Also taught will be coping skills for the stresses faced by our students. Strategy's Expected Result/Impact: Decreased student referrals and increased student self-esteem and social interactions with peers and adults. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Health and Safety: GPISD will provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees. Measurements: Safety audit reports, COVID-19 Safety Protocol checklist/data, CDC guidance, discipline management plans, discipline records, attendance rates, social-emotional focused surveys, social and emotional learning lessons, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5 and 7)

Performance Objective 3: Expand counseling services to provide structure, support, awareness, and training for Social Emotional Learning and wellness for students and staff. In addition, bullying/suicide/violence prevention and trauma-informed care for students will be included.

Targeted or ESF High Priority

HB3 Goal

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing</p> <p>Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Marchelle Sterling	Principal
Assistant Principal	Kami Kinsey	Assistant Principal
Classroom Teacher	Brittani Carroll	5th Grade Teacher
Classroom Teacher	Michal Hodges	4th Grade Teacher
Classroom Teacher	Tracy Kracmer	3rd Grade Teacher
Classroom Teacher	Susan Lira	2nd Grade Teacher
Classroom Teacher	Jill Danklefs	1st Grade Teacher
Classroom Teacher	Tamra Douglas	Kinder Teacher
Classroom Teacher	Kevin Pennebaker	Art Teacher
Non-classroom Professional	Robin Hall	Gifted and Talented Teacher
Non-classroom Professional	Kelley Meeks	Counselor
Non-classroom Professional	Laci Belz	Instructional Coach
District-level Professional	Arlene Washington	District Math Facilitator
Parent	LaChandra Cobb	Parent
Parent	David Jermany	Parent
Paraprofessional	Dawn Arnold	Paraprofessional (Secretary)
Community Representative	Starling Oliver	Community Member
Community Representative	Tim Hall	Community Member
Business Representative	Ryan Rinker	Business Member
Business Representative	Michael McDonald	Business Member

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	STAAR Tutoring Materials	SCE	\$3,600.00
Sub-Total					\$3,600.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	iStation Subscription		\$7,140.00
Sub-Total					\$7,140.00
Grand Total					\$10,740.00