

Grand Prairie Independent School District
Young Men's Leadership Academy
2021-2022 Campus Improvement Plan

Mission Statement

Our mission is to meet the unique needs of young men by providing an outstanding college preparatory curriculum preparing them for lives of responsibility and leadership in a globally competitive world.

Value Statement

Boys Yesterday, Young Men Today, Leaders of Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Young Men's Leadership Academy (YMLA) at Kennedy Middle school was founded in 2011 to meet the unique needs of the adolescent males in the Grand Prairie ISD.

The Young Men's Leadership Academy will offer 6th-8th grade young men a dynamic learning experience that encourages critical thinking, inspires confidence and nurtures the intellectual and social development necessary for success in college, career and life. Rigorous coursework, field-based exploration and personalized counseling help students transition from middle school to high school and to higher education and beyond.

At Young Men's Leadership Academy, we feature a rigorous educational program geared toward our all male student population. Along with academic growth, our focus is set on transforming boys into young men, and ultimately into the leaders of tomorrow. Young Men's Leadership Academy is a school of choice within the Grand Prairie Independent School District that also offers competitive academic, athletic, fine arts, and leadership programs. Abiding by the school creed, our administrative and educational staff is dedicated to being lifelong learners. They are committed to seeing things clearly and making them better to encourage success in all leaders.

Total enrollment is 547 student. Our diverse student population breaks down as follows:

- 141 6th graders
- 198 7th graders
- 208 8th graders
- 82% Hispanic
- 8% African-American
- 10% White & other

Additionally, 81% of student population is on free/reduced lunch thus our Title 1 designation.

Demographics Strengths

YMLA teachers are 100% highly qualified, as defined by TEA. We have a total of 46 teachers: 19 male and 17 female. 40% of our staff have a master's degrees, and 29% of our staff are ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): YMLA has identified the need to attract students from all demographic groups as well as a variety of socioeconomic backgrounds. **Root Cause:** Historically, YMLA has not aggressively recruited outside of "home" attendance zone.

Problem Statement 2: YMLA's enrollment has remained stagnant for the past 36 months. **Root Cause:** YMLA does not have a widely known brand nor a significant social media presence outlining the positive experiences and opportunities available to leaders.

Student Learning

Student Learning Summary

YMLA leaders score competitively, at district average or higher in the following STAAR tested subjects:

May 2019: English I, Algebra I, 8th grade Social Studies, and 8th grade Science. In May 2021, YMLA scored competitively, at the district level or higher in English 1 and Algebra 1. However, scores significantly decreased across other tested areas. Students are struggling in the areas of ELA and Math, as evidenced by STAAR scores in the Spring of 2019 and Spring 2021 being below the state and district average.

Student Learning Strengths

2021 STAAR data indicated YMLA leaders out performed other students in GPISD in English I, and Algebra I.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): YMLA students struggle in ELA Reading , and have significantly low reading levels which has impacted overall student performance in other academic areas. **Root Cause:** Students literacy and reading comprehension remains low. In addition, the EB population continues to struggle to score at expected ranges.

School Processes & Programs

School Processes & Programs Summary

The YMLA AVID program continues to be one of the best middle school programs in the district. During the 2020-2021 school year, YMLA revamped our restorative behavior class (Chi) which replaces the traditional ISS program.

YMLA has continued with our KickStart program to further develop leadership skills in our young men.

YMLA continues to use Leadworthy Curriculum to grow our 6th graders in leadership.

Additionally, in order to retain our new hires and grow new teachers. All new teachers have been assigned mentors. New teachers will complete 2-3 learning walks throughout the year to grow their pedagogical practices.

YMLA is fortunate to be staffed with 2 assistant principals, academic dean and Title 1 Facilitator.

School Processes & Programs Strengths

YMLA's AVID site team is staffed by passionate veteran staff members who will ensure AVID succeeds at YMLA.

Canvas is being utilized by teachers to deliver content and receive professional development.

YMLA has a Gold award winning comprehensive counseling program that supports campus goals and student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of participation in elective classes, school organizations and programs. **Root Cause:** Lack of systematic recruiting plans, social media communication and branding of school programs.

Perceptions

Perceptions Summary

The students at YMLA are divided into 6 houses across all grade levels. The houses are led by veteran teachers and 24 8th grade council members who were hand picked to lead our young men. YMLA continues to adhere to and enforce a uniform dress code. The faculty models professional dress code.

We will continue to describe, model and practice leadership behaviors throughout the day in each classroom. Character development is imbedded in daily classroom management activities and campus culture. All faculty and staff utilize CKH strategies on a daily basis to build relational capacity with our young men. We continue to empower students to lead and take an active role in programs throughout campus.

Perceptions Strengths

The dress code remains the same from 2020-2021 with the exception of allowiing Khaki pants. This change was made based on input from community stakeholders. YMLA teachers and coueslors to acquire donations for a uniform clothing closet to support our leaders and their families. YMLA teachers will continue to receive CKH and ELPS training in order to better serve our student population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Doubts and beliefs about single gender schools, and student access to programs, curriculum, and opportunities as traditional middle schools. **Root Cause:** Lack of clear communication to all community stakeholders regarding the benefits of single gender schools, and lack of communication about the positive opportunities and experiences available to YMLA leaders.

Priority Problem Statements

Problem Statement 1: YMLA has identified the need to attract students from all demographic groups as well as a variety of socioeconomic backgrounds.

Root Cause 1: Historically, YMLA has not aggressively recruited outside of "home" attendance zone.

Problem Statement 1 Areas: Demographics

Problem Statement 2: YMLA students struggle in ELA Reading , and have significantly low reading levels which has impacted overall student performance in other academic areas.

Root Cause 2: Students literacy and reading comprehension remains low. In addition, the EB population continues to struggle to score at expected ranges.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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YMLA counselors will improve leader climate and culture by incorporating one SEL lesson per week during advisory, small group counseling, mindfulness and wellness training, and kindness ambassadors. Referrals that lead to punitive disciplinary consequences will decrease by 10%, and the number of suicidal ideations will decrease by 10%.

Accelerated learning is needed because many students have experienced learning loss since the COVID-19 pandemic. Some of the funds that the District receives through ESSER III will be earmarked for the specific purpose of closing academic gaps. 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: PLC rosters, training agendas, intervention documentation, tutoring records

Strategy 1 Details	Reviews			
<p>Strategy 1: YMLA teachers will provide Tier 1 grade level instruction to leaders daily. YMLA will incorporate Accelerated Learning through advisory 3 days a week. YMLA teachers will also incorporate small group instruction, RBIS strategies, and conduct tutoring sessions to ensure the academic success of all leaders.</p> <p>Strategy's Expected Result/Impact: 85% of YMLA leaders will meet their STAAR Growth Measure. YMLA will increase the number of test passed, and leaders scoring at the Meets and Masters level across all tested subjects by 10% based on May 2019 data.</p> <p>Staff Responsible for Monitoring: ALL Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Closely monitor attendance rates and confer with individual students and parents to address attendance issues. Strategy's Expected Result/Impact: School wide attendance rate to increase by 2%. Goal is 97% Staff Responsible for Monitoring: APs, attendance clerk and counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6	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 2: Implement College/Career Readiness 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, Advanced Academics data, Programs of Study completion, Licenses and certifications received by students.

Strategy 1 Details	Reviews			
<p>Strategy 1: YMLA's College Career Readiness Plan was created to increase enrollment in pre-AP classes. A key strategy is to recruit and market our Advanced Academic programs when visiting elementary campuses.</p> <p>Strategy's Expected Result/Impact: Greater number of students enrolled in pre-ap classes.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselors.</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Formative			Summative
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Performance Objective 3: 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: Implement district academic and behavior RTI and HB45 processes and procedures to improve student learning outcomes. Collaborate with counselors to communicate and connect parents and leaders to district and community resources to support the social and emotional well being of families. (ie Social Work Hub)</p> <p>Strategy's Expected Result/Impact: Students and families are connected to resources that address their needs.</p> <p>Staff Responsible for Monitoring: Counselor, Parent Liaison, Administrators, Nurse, LSSP</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement appropriate supports and interventions to increase Sped Students' academic success.</p> <p>Strategy's Expected Result/Impact: Increase in student performance outcomes both in the classroom and on state assessments. All leaders will meet their target scores.</p> <p>Staff Responsible for Monitoring: Principal, Diagnostician, AP's, Core teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 4: Continue the implementation of social and emotional learning curriculum to improve relational capacity between administrators, teachers, students, and their families to improve the teaching and learning environment including building healthy relationships, bullying prevention, self regulation, conflict resolution, and student motivation.

Evaluation Data Sources: Counseling Program documentation (Kindness Clubs and/or Capturing Kids' Hearts & NearPod Social Emotional Learning usage report), Title 9 reports, and student/teacher feedback & surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will model CKH practices and behaviors when interacting with staff. Teachers and Administrators will utilize CKH strategies with students on a daily basis. Counselors will provide weekly SEL lessons through advisory.</p> <p>Strategy's Expected Result/Impact: Improve student teacher relationship and improve climate & culture at YMLA.</p> <p>Staff Responsible for Monitoring: All faculty & Staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
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Performance Objective 5: 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: Review weekly reports and meet with students to identify truancy issues. Implement attendance contracts to decrease truancy court referrals. Meet with parents face to face to address attendance issues, and connect families to the support and resources when needed.</p> <p>Strategy's Expected Result/Impact: Improve overall attendance rate to 93%.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administrators, counselors, Truancy Officers</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
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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, RBIS Strategy Data, PD plans, Number of staff that lead committees and other initiatives.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in learning walks. Teachers will receive a minimum of 2 walk throughs each semester with feed back in addition to one full observation each semester. All new teachers will be provided a mentor. Professional development will be based on the individual needs of the teacher.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize TTESS feedback to adjust instruction and thus improve learning outcomes for all leaders.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will receive training on the utilization of EDUGENCE to provide effective feedback to teachers. The administration team will meet quarterly to ensure rater reliability.</p> <p>Strategy's Expected Result/Impact: Teachers will receive feedback on current practices and pedagogy, and implement best practices that improve learning outcomes for all leaders.</p> <p>Staff Responsible for Monitoring: All TTESS Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
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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: YMLA will attend all district, local college, and alternative certification program career fairs. When given the opportunity, YMLA will host student teachers across content areas. YMLA will use various social media platforms to post teaching opportunities such as Facebook, and Linked In.</p> <p>Strategy's Expected Result/Impact: Increase highly qualified teacher candidate pool. Increase in teacher and student teacher applicants.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving our school brand via our social media presence. Frequent updates to Facebook, Twitter, Instagram and school website. Updates will highlight academics, campus culture and climate, programs, and things that make YMLA unique.</p> <p>Strategy's Expected Result/Impact: Increased inquiries and applicants during the spring and summer of semester 2022.</p> <p>Staff Responsible for Monitoring: Principal and IMS</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
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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 detailing how teachers will specifically differentiate for SPED, 504, GT, LEP, and at risk leaders. Student achievement data. (ie. district summative exams, STAR Renaissance, RTI progress monitoring, exit tickets, class work, and weekly quizzes).

Goal 3: Parent and Community Engagement: Parents, families and community members will be full partners with educators in the education of GPISD students. Measurements: Weekly communication will be sent out to parents to highlight important events, leader achievements, program updates, and positive things happening on campus. 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			
<p>Strategy 1: YMLA parent liaison will be present at YMLA activities (meet the teacher, football games, basketball games, parent meetings) and recruit parents to assist with PTA and/or the CIC.</p> <p>Strategy's Expected Result/Impact: Increase parental attendance at parent meetings, and other campus events. Increase PTA membership, and participation in CIC.</p> <p>Staff Responsible for Monitoring: Parent Liaison, All staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BOY, MOY and EOY CIC meetings to review, edit and improve CIP.</p> <p>Strategy's Expected Result/Impact: Monitor attendance at CIC meetings and work toward increasing attendance at subsequent meetings.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration Team</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Formative			Summative
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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: Parental survey to determine parental needs, best times for meetings, topics or programs of interest, and concerns.</p> <p>Strategy's Expected Result/Impact: Development and implementation of specific programs that meet the needs of our families. Increase in parent participation in meetings and other school events.</p> <p>Staff Responsible for Monitoring: Counselors and Parent Liaison</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: YMLA will host Texas scholars day.</p> <p>Strategy's Expected Result/Impact: 10-15 Community members will present to leaders, which will Strengthen ties with GP community members and expose leaders to career opportunities.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Parent and Community Engagement: Parents, families and community members will be full partners with educators in the education of GPISD students. Measurements: Weekly communication will be sent out to parents to highlight important events, leader achievements, program updates, and positive things happening on campus. 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: YMLA will host at least one academic night, and include topics based on data collected from the parent survey.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement. Impact relational capacity with all of YMLA stakeholders.</p> <p>Staff Responsible for Monitoring: Academic Dean, Core content staff, Principal and Academic Facilitator</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: YMLA provide incentives for leaders that come to open house with their parents, and provide food at the event.</p> <p>Strategy's Expected Result/Impact: Increase parent community turnout in comparison to previous spring open houses.</p> <p>Staff Responsible for Monitoring: All Admin, teachers and counselors</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  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: Provide teachers with targeted PD based on their technological knowledge and ability.</p> <p>Strategy's Expected Result/Impact: Increased technology integration into teacher lessons. Increase teacher capacity and comfort with apple apps, and other digital resources that improve instructional delivery, and leader engagement.</p> <p>Staff Responsible for Monitoring: IMS & Principal, Teacher leaders.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</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>				

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: IMS will demonstrate a variety of programs/applications to provide teachers tools to improve technology implementation into lessons.</p> <p>Strategy's Expected Result/Impact: Assist teachers in moving classes to a 100% digital platform.</p> <p>Increase student engagement.</p> <p>Develop students' technological skills.</p> <p>Staff Responsible for Monitoring: IMS, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: YMLA will execute monthly safety drills, staff emergency management training, and make necessary adjustments noted in our monthly safety audit to ensure a safe and secure environment for all students and staff under our guidance.</p> <p>Strategy's Expected Result/Impact: 100% compliance with all local, state and federal safety requirements.</p> <p>100% of students and staff will be able to respond appropriately to any emergency.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Support Staff</p> <p>Title I Schoolwide Elements: 2.6</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: YMLA will implement CKK strategies, and Tied to kindness. Teachers will look for positive behaviors outlined in our campus behavior expectations, and write a note detailing the specific behavior the leader demonstrated. The leader will be entered into a drawing for a prize that week. Students that win will be highlighted in the weekly communication sent out parents and staff.</p> <p>Houses will against each other for points. Points are tied to specific academic and cultural norms and expectations of YMLA. The house that earns the most points at the end of each 9 weeks will win a reward, Some of the rewards will include free dress, pizza parties, and other fun activities.</p> <p>Strategy's Expected Result/Impact: Increase the number of positive contacts with leaders.</p> <p>Increase the frequency of affirmations to leaders.</p> <p>Reduction in the number of referrals written by teachers as compared to the 2020-2021 school year.</p> <p>Decrease in the number of bullying reports filed at the district level as compared to the 2020-2021 school year.</p> <p>Decrease numbers of students in out of school suspensions as compared to the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: All faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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.

Addendums