

Grand Prairie Independent School District

Whitt Fine Arts Academy

2020-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Whitt's ethnic distribution is 60% Hispanic, 22% African American, 14% White, 1% Asian, and 3% multiracial. The population of economically disadvantaged students is 78%. At-risk data shows that 21% of the student population is identified as Limited English Proficient (LEP).

Whitt is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Whitt is a Title I Schoolwide Program campus and receives State Compensatory Education (SCE) funds.

The campus employs 30 classroom teachers, 13% of that number are new to the campus with less than 2 years of experience.

Whitt's attendance rate is 96.6%.

Due to COVID-19, we have identified another category of learners- 50% are digital learners, 30% are "packet" learners, and 20% are unknown. Of the 20%, 13% are non participants and 7% don't respond consistently.

CIP Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data-Driven Management)

Demographics Strengths

66% of the other teaching staff has over 5 years of teaching experience and they have been a part of the Whitt staff for over 5 years as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Virtual students are struggling to turn in assignments. **Root Cause:** Students are experiencing challenges with the structure of the learning mode and the expectations for work submission.

Problem Statement 2 (Prioritized): During COVID-19 attendance for virtual students has been sporadic; therefore, it is creating gaps in learning. **Root Cause:** Parents and students are creating schedules that are not in compliance with the expectation for school attendance.

Student Learning

Student Learning Summary

Whitt Fine Arts Academy is rated as a campus that Met Standard by the Texas Education Agency. We are committed to improved student achievement to exceed the 2018-2019 level of performance, along with reviewing our current attendance rate to determine how we can excel from Quartile 3 to Quartile 1 noted in the Texas Education Agency Distinction summary. This information is written summation of our Comprehensive Needs Assessment and serves as the basis for our development of improvements to the Campus Improvement Plan (CIP) for the 2019-2020 school year. (Improvements in these areas are noted in our plan.)

Response To Intervention and related accelerated instruction will continue to address the at-risk data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section. Whitt will also analyze the current campus environment to ensure the hallways can be used for instructional displays and incentive reminders to create a visual reminder of foundational skills, along with visuals that will display motivational artifacts to encourage the students to excel academically and remind them to be in attendance daily.

During COVID-19, teachers ensured the consistency of the goals identified in the first three quarters of the academic year continued to be developed with fidelity. This was visible through the teacher's instructional delivery along with the components of the weekly instructional activities.

Student Learning Strengths

Our 2019 Accountability Rating is Met Standard based on the 3 Domains. Details regarding the indexes include the following: Index 1- Student Achievement score for Whitt is 73, Index 2-Student Progress for Whitt is 80, and Index 3-Closing Performance Gaps for Whitt is 78. The overall summary score for Whitt is 79- Met Standard. Based on the expectations for the Quartile I ranking, we noted the areas we achieved this goal in the previous school year- Whitt was ranked in the 1st Quartile in Grade 5 Reading and Grade 5 Math. The Texas Education Agency Whitt has been identified for additional targeted support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Balancing the various types of the learning as well as providing instruction for small groups for in-person and virtual learners is a new and unique challenge. **Root Cause:** The nature of the reality-an item that can't be controlled.

Problem Statement 2: Balancing content and instruction while troubleshooting technological issues decreases instruction time. **Root Cause:** Technology issues that arise during instructional lessons.

School Processes & Programs

School Processes & Programs Summary

Whitt will continue focused adherence to ensure academic rigor is a part of the instructional planning and delivery for a more meaningful analysis of data to ensure we challenge ourselves to ensure every student gets Meets or is close to achieving Meets before going to Middle School. The CIC will review current and potential technology based curriculum and instruction supplemental programs for quality and usage. Whitt will increase professional learning community meetings with administration and the instructional coach to ensure teachers are prepared for consistent success of instructional delivery. The 2019-2020 Needs Assessment process identified the need for improvements in progress monitoring assessments and ensuring that an identified Theory Of Practice had detailed actions outlined with S.M.A.R.T. goal components, and we will continue to implement the success of achieving this goal. The Data Review process now consists of student assessments, in quiz format, at the 3 week time frame. At the end of the 9 week period a more detailed assessment is given. There is also a greater emphasis on monitoring through STAR Renaissance, Achieve 3000, Running Records, along with consistent implementation of Xtra Math and Imagine Learning. Teachers and administrators review these data review for performance adjustments necessary to ensure student success. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom. As we reflect on the context and organization for Whitt, it includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

During COVID-19, teachers consistently collaborated with district strategists and campus strategists to ensure there was a balance of continuing the scope and sequence of the curriculum along with learning different methods of instructional delivery to ensure students consistently received content in all subjects. Per the directive from TEA and the district level, all EOY assessments were canceled; however, continuing instructional delivery of Q4 TEKs was a priority.

School Processes & Programs Strengths

School wide collaboration to revisit all process and programs to ensure we are focusing on quality over quantity, a monitoring-plan of action-monitoring cycle, and a learning relational capacity component that will engage students in the journey to reach Meets or get close to it (hallway visual reminders/show your thinking component).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a continual need to assess the safety practices, procedures, and protocols on our campus. **Root Cause:** Due to the nature of the safety requirements of Covid-19 and continual changes to our school attendance.

Problem Statement 2: Due to the impact of COVID-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels. **Root Cause:** COVID-19 impact to instruction.

Problem Statement 3: During COVID-19, it is difficult to manage student behavior with all three platforms. Virtual misbehaviors have minimal consequences and in person misbehaviors. **Root Cause:** Covid-19 and social distancing paired with virtual learning limits management options.

Perceptions

Perceptions Summary

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 Principal Wyatt at any time during the year. Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to maintain or increase Whitt's Met Standard rating. The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning. Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include review of safe schools data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

During COVID-19, two-way communication of the home and school increased significantly as a result of more frequent communication from campus staff and more engagement from families.

Perceptions Strengths

The Whitt Fine Arts Academy has a very active home-school community who is consistently invested in the academic development of the students. We have a large majority of families participate in family nights along with a strong support for campus fundraisers. The school community is also very invested in academic workshops along supporting campus wide initiatives that will enhance the educational experience. Whitt has a very active PTA that serves as active role in many of the campus wide home-school activities. There is a high sense of the implementation of Capturing Kids Hearts and former students return often to thank their teachers for their success. Whitt is a School of Choice that places great emphasis on high academic achievement and high involvement in the Fine Arts strand. Media Arts (formerly Radio TV/Film), Theater, Art, and Music teachers support students with daily 55 minute rotation for every student and offer Speciality clubs in each strand on Wednesday for grades 3rd-5th. We also ensure we meet the TEA requirement for required Physical Educational minutes that the students are engaged in 135 per week. Students have the opportunity to participate in a grade level Fine Arts showcase that highlight all four strands along with additional opportunities to participate in District events and Speciality showcases.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continuing to offer a rich fine arts experience for all of our students is a challenge with 40% of our population learning virtually. **Root Cause:** Transitioning our fine arts program to a virtual program.

Problem Statement 2: Maintaining our ability to showcase our fine arts program. **Root Cause:** COVID-19 and social distancing requirements impacts our ability to plan events that showcase our fine arts strands.

Priority Problem Statements

Problem Statement 1: Virtual students are struggling to turn in assignments.

Root Cause 1: Students are experiencing challenges with the structure of the learning mode and the expectations for work submission.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During COVID-19 attendance for virtual students has been sporadic; therefore, it is creating gaps in learning.

Root Cause 2: Parents and students are creating schedules that are not in compliance with the expectation for school attendance.

Problem Statement 2 Areas: Demographics

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Goals

Goal 1:







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



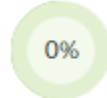




Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

Targeted or ESF High Priority

HB3 Goal

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

<p>Strategy 1: Create a hallway visual growth tracking system based on STAR Renaissance data. This assessment will provide consistent communication to all learners and the monitoring components will vary based on age appropriate testing opportunities (i.e. Kinder and 1st).</p> <p>Strategy's Expected Result/Impact: All students will grow one grade level by May per the GE data stated on the STAR Renaissance report.</p> <p>Staff Responsible for Monitoring: Administration; Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Imagine Math and Xtra Math- Instructional technology components that engage students in Math Fact Fluency ReadWorks and Imagine Reading -instructional technology components that engage students in Reading Comprehension</p> <p>Strategy's Expected Result/Impact: As a result of students consistently utilizing the instructional materials, students will be able to grow in their foundational skills and be prepared to be successful with grade level Material.</p> <p>Staff Responsible for Monitoring: Teachers iCoach Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3: Engaging Virtual Learners and Face To Face Learners in Engagement Recognition Opportunities in COVID-19- Teachers submit names for a drawing and winners receive recognition (certificate and item form the prize cart). Strategy's Expected Result/Impact: Improve engagement Staff Responsible for Monitoring: Admin Teachers ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1:

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

Performance Objective 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 Sources: Enrollment data, GPISD assessment data

<p>Strategy 1: As a result of Whitt not having Pre-K, Whitt personnel will work with Central Office personnel to ensure we advertise Pre-K opportunities through signage, social media communication, and Skyward.</p> <p>Strategy's Expected Result/Impact: There will be an increase in Pre-K enrollment at Bonham and/or Crockett.</p> <p>Staff Responsible for Monitoring: Administration Secretary PEIMS Clerk</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Kindergarten Round Up-(End of May) Meet Kinder teachers and the campus staff- families will do a virtual tour of the school and meet different departments. It will be an engaging opportunity with the Whitt Stallion mascot to get the students excited along with give aways and a spirit t-shirt. This will conclude with a Zoom meeting and question and answer session.</p> <p>Various Departments/Organizations: Food Service Representative- Explain Lunches Counselor PTA</p> <p>Strategy's Expected Result/Impact: Parents know expectations for Kinder and what they need to know for the 1st day of school. (Letters, Numbers, Shapes, and Colors)</p> <p>Families will feel prepared for the 1st day of school</p> <p>Staff Responsible for Monitoring: Wyatt</p> <p>Kinder Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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Performance Objective 3: Implement College/Career Ready Initiatives with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and work-based learning opportunities. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates,

<p>Strategy 1: Campus Administration advertises incentives for students to obtain a 75% (3rd-5th) or above or exceed their teacher set target score (4th-5th) on district wide assessments. Celebrate at the end of each nine weeks.</p> <p>Strategy's Expected Result/Impact: Increase in students obtaining a 75% or above in more than one subject or teacher set target on district and state tests by communicating this form of extrinsic motivation to let them know that the campus is invested in this component of academic achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Student Incentives Are Selected Based On Quarterly Student Surveys - 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Emphasize the importance of individualized learning goals for students to have consistent growth with STAR Renaissance through electronic tracking folders and structured conversation during monitoring session.</p> <p>Kinder-5th</p> <p>Strategy's Expected Result/Impact: Increased percentages noted on student tracking sheets</p> <p>Staff Responsible for Monitoring: Administration iCoaches Classroom Teachers Students</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Folders - 199 - General Fund - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: A Student Career Fair will be an activity during Gen Tex week that will provide an opportunity for 4th and 5th grade students to create and present their career of choice through an assortment of virtual activities and present in a question and answer atmosphere to Kinder- 3rd grade students.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to many career options and pathways that are communicated to obtain their job of interest.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Teachers will create test preparation strategies through Kurzweil that will increase the students' confidence when encountering grade level (Meets) material in a testing format. Emphasis will focus on visual reminders and consistent usage.</p> <p>Strategy's Expected Result/Impact: Students' results will increase as a result consistent usage of strategies and exposure to high level questioning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: After data meetings, teachers will create S.M.A.R.T. action plans any time they monitor students' performance and determine a goal is needed for student achievement increase.</p> <p>Strategy's Expected Result/Impact: Self disciplined accountability/ accountability partner method to ensure students meet his/her goal of Meets or close to it.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1:

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

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

Evaluation Data Sources: PEIMS data, completion rates. STAAR data, GPISD progress reports

<p>Strategy 1: Provide personnel for small group instruction to successfully implement Tier III interventions with fidelity based on the criteria to ensure a low student to teacher ratio. Two tutors are needed- one for K-2 and one for 3rd-5th.</p> <p>Strategy's Expected Result/Impact: Improved performance on report card grades and campus/district assessments.</p> <p>Staff Responsible for Monitoring: Administration iCoach Retired Certified Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Reteired Certified Tutor - 199 - SCE - \$13,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Refresher session- teacher professional development in the area of identification, focused learning goals, and implementation of the RTI process with fidelity to ensure a quality learning experience for all learning levels. Emphasis will be placed on quarterly meetings with teachers and admin to review teacher lists and have accountable conversations to ensure all students eligible for intervention support after Tier I Watch will receive it.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all academic areas.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide support through counseling services to students who meet at risk-criteria to ensure they have the necessary skills for a successful academic experience.</p> <p>Strategy's Expected Result/Impact: Counseling sign in sheets and agenda</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provided extended day tutoring opportunities for students in 3rd, 4th, and 5th Grade. Teachers will analyze specific SEs needed for students and will provide low-student teacher ratio learning environments to help students reach their target score.


Strategy's Expected Result/Impact: This will aid in the goal for Domain 2 to increase by 11 points as a result of focused time on specific SEs with students.


Staff Responsible for Monitoring: Teacher
Admin

Title I Schoolwide Elements: 2.4, 2.6 - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1:

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

Performance Objective 5: 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.

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

<p>Strategy 1: Whitt will continue and improve instructional planning and participate in PLC opportunities with the Instructional Coach on a consistent basis (weekly and on quarterly team planning days.)</p> <p>Strategy's Expected Result/Impact: T-TESS teacher evaluations will show evidence of quality instructional delivery.</p> <p>Lesson plans will reflect research based activities.</p> <p>Increased percentage of students mastering and exceeding knowledge of content as a result of teacher's improved knowledge with the content specialist.</p> <p>Staff Responsible for Monitoring: Administration iCoach</p> <p>Funding Sources: Salary Of Instructional Coach; Substitutes Needed To Cover Teachers For Quarterly Planning - 211 - Title 1 - \$59,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will engage in quarterly professional learning data meetings with admin to reflect on nine week assessment data. Emphasis will be placed on high/low performing SEs by grade level and teacher. As a result, a spiraling plan will be created to spiral in low SEs in the campus unit checkpoint. The results will further be analyzed and discussed in the weekly iCoach chat in the weeks to follow.</p> <p>Strategy's Expected Result/Impact: Improved student performance on district and statewide assessments.</p> <p>Staff Responsible for Monitoring: Admin iCoach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: PLCs with the iCoaches and Admin will have weekly structured conversations about teachers to determine what on-site coaching/professional development needs are needed based on the teachers success of instructional delivery that includes having knowledge about the components of the Instructional Focus Document for the particular SE.</p> <p>Strategy's Expected Result/Impact: T-TESS teacher evaluations will show evidence of quality instructional delivery.</p> <p>Lesson plans will reflect research based activities.</p> <p>Increased percentage of students mastering and exceeding knowledge of content as a result of teacher's improved knowledge with the content specialist.</p> <p>Increased opportunities for iCoaches to gain knowledge of how to teach adult learners.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Admin and ICaoches will conduct 3/6/9 week data meetings and utilize the Paul Bambrick data protocol to analyze student work and create reteach plans based on low performing SEs and expose students to examples of student work for Masters level work.</p> <p>Strategy's Expected Result/Impact: Increased results for specific SEs</p> <p>Staff Responsible for Monitoring: Wyatt Icoaches Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1:

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

Performance Objective 6: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Migrant and at risk)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

<p>Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Strategy's Expected Result/Impact: Identification of Migrant students and services Staff Responsible for Monitoring: PEIMS clerk, Migrant Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers are informed of the criteria for students to be nominated for GT during Wednesday faculty meeting during the 1st Nine weeks.</p> <p>Throughout the year, identified students are served by a GT Specialist with their identified grade level peers. Strategy's Expected Result/Impact: Identified students will have the opportunity to consistently engage in high level learning experiences.</p> <p>Students will be equipped with critical thinking skills to preform on the Masters level on district and statewide assessments. Staff Responsible for Monitoring: Admin GT Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers are informed of the criteria for students to be identified for Special Ed during the RTI staff development provided by the campus principal during the 1st Nine Weeks.</p> <p>Throughout the year, identified students are served by the Special Education Staff with their grade level peers. Strategy's Expected Result/Impact: Identified students will have the opportunity to consistently engage in learning experiences that will support their goals identified in the Individualized Education Plan .</p> <p>Students will be equipped with the necessary foundation skills to be successful. Responsible staff will continue to review district assessments to see if students are improving as a result of an increased grade percentage. Staff Responsible for Monitoring: Diagnostician, Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








<p>Strategy 4: 3 Week Challenge- Inclusion Teachers will meet with admin every 3 weeks and we will discuss the progress monitoring of selected students. A "Plan, Do, Study, Act" model will be implemented and the plan's success will be evaluated at the next meet up.</p> <p>Strategy's Expected Result/Impact: To increase the students receiving Special Education services STAAR performance/target score in Mathematics.</p> <p>Staff Responsible for Monitoring: Admin Inclusion</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Inclusion teachers will monitor progress through Imagine Math and Imagine Learning and assign lessons based on their current IEP goals.</p> <p>Strategy's Expected Result/Impact: To increase the students receiving Special Education services STAAR performance/target score in Reading.</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1:

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Performance Objective 7: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment.





Evaluation Data Sources: program documentation (Rachel's Challenge), student/teacher feedback

Strategy 1: Capturing Kids' Heart- 100% of the professional staff will have training Strategy's Expected Result/Impact: Teachers will implement social contracts, appropriate daily greeting interaction, and the "four questions" to redirect inappropriate behavior. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff participation in Handprints on Hearts Strategy's Expected Result/Impact: At risk students will experience positive relational capacity from caring adults. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote district technology trainings to ensure parents have continuous success with virtual learning experiences.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.








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

<p>Strategy 1: Admin will consistently complete focused walkthroughs on various skills and to observe instructional delivery with emphasis on implementation of the components that will create a "Meets" goal oriented environment noted in Performance Objective 2.</p> <p>Strategy's Expected Result/Impact: Overall improvement of academic success and continued growth of teacher effectiveness according to the T-TESS rubric.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: All teacher evaluations will be completed using the T-TESS instrument. Admin will continue to analyze the trends to determine staff development for whole group, small group, or individual.</p> <p>Strategy's Expected Result/Impact: Overall improvement of academic success and continued growth of teacher effectiveness according to the T-TESS rubric.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.





Evaluation Data Sources: retention data, recruitment data

<p>Strategy 1: Implementation of staff recognition for quarterly performance on District Assessment and weekly recognition of Staff Affirmations on the weekly staff communication.</p> <p>Strategy's Expected Result/Impact: Affirmation from peers are appreciated.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implementation of rigorous interview process that places emphasis on the candidate reviewing a grade level assessment for 30 minutes, and then preparing to teach it to the hiring committee. The hiring committee will look for attributes related to content and knowledge, engagement, and having general knowledge of a lesson cycle.</p> <p>Strategy's Expected Result/Impact: We will recruit and retain quality staff.</p> <p>Staff Responsible for Monitoring: Admin Staff Members That Are A Part Of The Hiring Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: The Sunshine Committee works closely with admin to ensure a continued presence of a positive culture. Both entities will do scheduled and impromptu activities to keep up staff morale.</p> <p>Strategy's Expected Result/Impact: The staff enjoys a balanced environment of being healy engaged in their work performace, and also enjoy the social oppruhnties and apprecitave gestures.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Administration will have a intentional schedule of staff affirmation activities to ensure the culture continues to stay positive and upbeat. There will also be a staff spotlight to showcase the talents and affirmations from staff.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.





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

<p>Strategy 1: Staff will participate in staff development opportunities with the Icoach regarding the instructional systems-Imagine Learning and Imagine Math. It will allow them to review reports that provide a comprehensive view of the status of students' mastery of skills.</p> <p>Strategy's Expected Result/Impact: Staff members will utilize the components to create differentiated instruction opportunities based on the data from district and state assessments.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Classroom and Inclusion teachers will participate in scheduled meetings with STAR Renaissance to gain more knowledge on successful implementation and reports.</p> <p>Strategy's Expected Result/Impact: Students' reading level and Reading Comprehension skills increase.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





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

<p>Strategy 1: Whitt will compose a Campus Improvement Committee according to the Board Policy and will ensure policies and procedures will be implemented.</p> <p>Strategy's Expected Result/Impact: Quality participation from a variety of stakeholders and improved campus components based on the features dictated in the CIP.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Expand outreach services to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.





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

Strategy 1: Implementation of All Pro Dads Strategy's Expected Result/Impact: Increase participation of parent volunteers Staff Responsible for Monitoring: Admin Title I Liaison	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue social media communication on Facebook and Class Dojo to promote engagement about activities, events, and the campus academic focus Strategy's Expected Result/Impact: Whitt families continue to be informed and stay excited about the different happenings at Whitt Staff Responsible for Monitoring: Principal GT Specialist IMS Media Arts Teacher Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





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

<p>Strategy 1: Whitt will offer five academic workshops during the school year- the workshops will be geared towards building the capacity of our parents in order to help support student learning for Face to Face and Virtual learners.</p> <p>Strategy's Expected Result/Impact: Parents will have an increased knowledge of content and strategies of TEKS to support their child at home.</p> <p>Staff Responsible for Monitoring: Admin iCoach</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Resources and Materials For Make and Take - 211 - Title 1 - \$500</p>	Reviews			
	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: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.





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

<p>Strategy 1: Whitt will implement the district deployment of designated technology for every classroom. 1:4 ratio of iPads for K-2 1:1 ratio if iPads for 3-5 1:4 ratio of Mac Book Air for 3-5</p> <p>Strategy's Expected Result/Impact: Students will be engaged in grade level TEKS through the implementation of technology through instructional delivery.</p> <p>Staff Responsible for Monitoring: Admin IMS Teachers iCoaches</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

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





<p>Strategy 1: Teachers will participate in staff development sessions that will focused on research based applications and instructional strategies as a result of insight from the Central Office staff and collaboration amongst staff members.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize technology with a sense of fidelity as a result of having timely information about researched based applications.</p> <p>Staff Responsible for Monitoring: Admin</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Sources: Incident reports. BOE report format.








Strategy 1: Whitt will review safety procedure and processes related to COVID-19 consistently with staff and students. Strategy's Expected Result/Impact: Everyone will feel safe and secure in their learning/working environment. Staff Responsible for Monitoring: Admin	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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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, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety.

Evaluation Data Sources: Incident reports.

<p>Strategy 1: Whitt will utilize the comprehensive guidance lessons conducted by the school counselor throughout the year based on staff surveys from classroom observations and trends from discipline referrals.</p> <p>**Anti-Bullying will be a consistent topic to increase students' awareness and also consistent communication on the utilization of the anonymous bullying reporting system for students and parents.</p> <p>Strategy's Expected Result/Impact: There will be a decrease in various negative behaviors including the bullying happenings.</p> <p>Staff Responsible for Monitoring: Admin Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: We will utilize the STAR Stallion Point System to reinforce the 3R's Student Management System- Be Ready, Responsible and Respectful. It will be utilized by both learning modes and rewards will be tangible and intangible items to encourage students to earn points through Class Dojo.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Whitt Fine Arts Academy

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Meagan	Teacher		1
Brown, Gena M	Teacher		1
Perry, Lauara E	Teacher		1
Phipps, Tammy C	Teacher		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student Incentives Are Selected Based On Quarterly Student Surveys		\$1,000.00
1	3	2	Folders		\$300.00
Sub-Total					\$1,300.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Reteired Certified Tutor		\$13,000.00
Sub-Total					\$13,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Salary Of Instructional Coach; Substitutes Needed To Cover Teachers For Quarterly Planning		\$59,000.00
3	3	1	Resources and Materials For Make and Take		\$500.00
Sub-Total					\$59,500.00
Grand Total					\$73,800.00

Addendums