

Grand Prairie Independent School District

Young Women's Leadership Academy

2020-2021 Campus Improvement Plan



Y O U N G W O M E N ' S
LEADERSHIP
A C A D E M Y
AT ARNOLD

Mission Statement

The Young Women's Leadership Academy at Arnold serves sixth through twelfth-grade students in an all-girl setting. We are a School of Choice offered by the Grand Prairie ISD with a focus on developing future female leaders who are college ready and college bound.

Vision

We offer 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.

Core Values

Leadership.

College Readiness.

Wellness Life Skills.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
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)	12
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)	19
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/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6)	21
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 Priorities 5 and 6)	24
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)	26
Comprehensive Support Strategies	29
RDA Strategies	30
Targeted Support Strategies	31
Additional Targeted Support Strategies	32
Campus Funding Summary	33
Addendums	34

Comprehensive Needs Assessment

Revised/Approved: June 16, 2020

Demographics

Demographics Summary

Young Women's Leadership Academy at Arnold (YWLA) is an all-girls public school located within Grand Prairie ISD. We have approximately 819 students from sixth through twelfth grade. This represents a 10% decrease in the total enrollment compared to the previous school year. The composition of our student body is 79% - Hispanic, 10% - African American, 7.5% - White, 2% - Asian.

Our student body population is diverse and we have many students from families who speak languages other than English. 43% or 351 students are English Language Learners, 75% or 640 are considered At Risk, 79% or 646 students qualify for the National School Free Lunch Program while 9% or 72 students qualify for the Reduced Lunch Program. Collectively, this represents 88% or 718 students of the student population being identified as Economically Disadvantaged.

Other aspects of our demographics include 6% or 50 students receive Special Education services, 6% or 50 students receive 504 services and 5% or 45 students receive GT services.

Though Young Women's Leadership Academy at Arnold is an "attendance zoned" middle school, as a school of choice any students residing in our zone may opt out and go to another GPISD middle school. Students in grades 6-7-8 who choose to attend (through an application process) agree to have high grades, high attendance and focus on college readiness, responsible leadership and health and wellness. Our high school is choice only and serves students at a high academic level through Pre-AP, AP and Dual Credit classes only.

Young Women's Leadership Academy at Arnold is part of the Young Women's Preparatory Network (YWPN), a non-profit organization that partners with public school districts to create and support all-girl schools. Each of the sister schools throughout Texas focus on a foundation of STEM (Science, Technology, Engineering, and Math) curriculum with a focus on the pillars of leadership, college readiness, and health and wellness.

The YWLA campus is also recognized as a Texas Science, Technology, Engineering and Mathematics (T-STEM) Academy. Each of the T-STEM Academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter STEM careers. T-STEM Academies are required to provide dual credit at no cost to students, offer rigorous instruction and accelerated courses, provide academic and social support services to help student success, increase college readiness and reduce barriers to college access.

Student attendance continues to fall below the 98% goal set by the campus.

As our student population is 79% Hispanic with over 43% being English Language Learners it is imperative that our teachers know best practices and research based teaching strategies to be able to serve our students when it comes to language and vocabulary development.

As we serve our students through Pre-AP courses at all grade levels, teachers of these students need to know the best practices and researched based teaching strategies to be able to serve our students to insure the greatest academic gains possible.

Demographics Strengths

Our students are served by a College Bound Advisor who is charged with assuring that 100% of our graduates (100% graduation rate as well) attend a four year college with enough financial support to sustain them. The class of 2019 was YWLA's third graduating class. This class was comprised of 41 college bound students who receive over \$3 Million in scholarship dollars.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student and staff attendance is below expected standard of 98% **Root Cause:** Lack of student and teacher incentives to achieve attendance goals.

Student Learning

Student Learning Summary

Young Women's Leadership Academy at Arnold earned a distinction for Academic Achievement in English Language Arts/Reading. The indicators were Accelerated Student Growth in ELA/Reading, English I & II Performance (Masters Grade Level) and SAT/ACT Participation.

Currently YWLA is focusing instructional learning on Tier 1 instruction. It is through whole class, initial instruction that students should be receiving key learning. To this end, materials, research based instructional strategies and PLC planning is focused.

Entering the 2020 - 2021 school year STAAR data along with Universal Screener results indicated that our middle school students need additional instruction and interventions in the areas of Reading and Writing.

Student Learning Strengths

YWLA is a designated T-STEM Academy and thus focuses instruction in the areas of Science, Technology, Engineering and Math. Our students have exceptional opportunities to learn in and out of the campus setting. Opportunities include but are not limited to: First Lego League, Best Robotics, outdoor camping, Frontiers of Flight Museum field trips and outreach, Physics Camp, Southwest Airlines tour, iFly, and Girl Scout camps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR 2019 Reading Data combined with Universal Screener (Renaissance Learning) reading data for students entering 6th grade indicates a need for improved instruction - strategies and delivery during Tier 1 instruction. **Root Cause:** Teachers are not providing instruction aligned to meet the diverse learning styles and academic levels of students.

School Processes & Programs

School Processes & Programs Summary

Recruitment, hiring and development of highly qualified staff.

Professional practices: The STEM Instructional Coach, Academic Facilitator and the Dean of Instructional work jointly to reinforce instructional practices on campus that address students needs.

For the 2020-2021 school year campus wide initiatives will continue to include a focus on our T-STEM designation and a new specific focus on AVID as a school wide system for achieving student success through AVID strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a T-STEM campus YWLA middle school course selections lacked opportunities for students to learn and grow in these disciplines **Root Cause:** Curriculum is currently being developed for the YWLA Stem courses.

Problem Statement 2: Campus demographics include students traditionally underrepresented in higher education. Therefore our educators will utilize proven practices (AVID) in order to prepare our students for success in high school, college, and a career. **Root Cause:** Students are not seeing success in foundational Math and Reading courses in order to meet the prerequisites for Advance Placement or Dual Credit.

Perceptions

Perceptions Summary

Student Engagement: Attendance Rate: Dissaggregated by race/ethnicity and student groups. Referral data and drop out rate.

Mentoring programs: Handprints on Hearts, Respect Starts Here, Stand 4 Kindness, Rachel's Challenge, other counseling programs.

Staff Engagement: Turnover-3 teachers. Decrease of 3 math teachers

Parent/Guardian Engagement:

Family Nights; Literacy and STEM Nights, Fine Arts Performances, Parent Liaison Classes. Barriers- making Spanish speaking parents comfortable. Recruitment of bilingual parents to rejuvenate the PTA.

Building a "sisterhood" of learners within a campus that focuses on academics and relational capacity is the ultimate goal.

One area on which YWLA must extend more focus is attendance - both student and staff. Our target goal continues to be 98%. The campus has put additional focus on how to assure our students WANT to come to school, and a focus on insuring parents understand the NEED for students to be at school every day, all day. Plans have been put into place to increase both student and staff attendance.

Perceptions Strengths

Young Women's Leadership Academy at Arnold was recently ranked by US World News & Report as the top 2% within the Nation and top 4% in Texas. As a school ranked #486 in the National Ranking and ranked 73rd within Texas, we provide our students with the opportunity to take Advanced Placement® coursework and exams. The AP® participation rate at Young Women's Leadership Academy at Arnold is 100%.

The Young Women's Leadership Academy at Arnold is part of the Young Women's Preparatory Network, a nonprofit organization that partners with public school districts to operate the largest network of all-girls', public, college-preparatory schools in the nation. All YWPN schools feature a STEM-focused curriculum, and a majority of students are economically disadvantaged. The core values are college readiness, leadership and wellness life skills.

For the 5th consecutive year, Young Women's Leadership Academy at Arnold has received the designation of Texas Science, Technology, Engineering and Mathematics (T-STEM) Academy. Our school possesses a rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter STEM careers. As a T-STEM Academy, we act as a demonstration school and learning lab that develops innovative methods to improve science and mathematics instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student and staff attendance is below expected standard of 98% **Root Cause:** Lack of student and teacher incentives to achieve attendance goals.

Priority Problem Statements

Problem Statement 1: STAAR 2019 Reading Data combined with Universal Screener (Renaissance Learning) reading data for students entering 6th grade indicates a need for improved instruction - strategies and delivery during Tier 1 instruction.

Root Cause 1: Teachers are not providing instruction aligned to meet the diverse learning styles and academic levels of students.

Problem Statement 1 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

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

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 academic achievement for all students as measured by district and state assessment performance and growth. (District Requirement)

Targeted or ESF High Priority

HB3 Goal








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

<p>Strategy 1: YWLA at Arnold will address specific, identified learning gaps during the school day using small-group instruction, personalized instruction, and adjusting for different learning modalities designed for Reading, Math, Science and Social Studies mastery.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: YWLA at Arnold will use the Accelerated Instruction Math and ELA classes in 6th, 7th and 8th grades in order to address number fluency, operations, algebraic reasoning, literacy, and other specific student learning gaps.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in the areas of math and literacy.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 2: Implement Professional Learning Communities (PLC) for data analysis of student achievement and behaviors, for timely and effective instructional planning and delivery and interventions for all students in all tested subject areas, to produce student academic growth.






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

<p>Strategy 1: PLC's are held daily for each tested core subject cluster of teachers</p> <p>Strategy's Expected Result/Impact: Staff will familiarize themselves with data analysis techniques and then be able to intervene effectively to assure maximum student growth during both Tier I and intervention sessions.</p> <p>Staff Responsible for Monitoring: Acad. Facilitator, STEM Coach, Dean and Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Each 9-week period, conduct Renaissance Star 360 data analysis with teachers and use results of analysis to develop instructional intervention and/or action plans.</p> <p>Strategy's Expected Result/Impact: Development of quarterly plan for instructional interventions to maximize student growth during Tier 1 instructional and Tier 2 intervention sessions.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 Rtl interventions and implement interventions.</p> <p>Strategy's Expected Result/Impact: Scores on state and district assessments will reflect student growth.</p> <p>Staff Responsible for Monitoring: Leadership Team Core tested teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 3: 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




Strategy 1: Provide information to parents and community regarding GPISD Pre-K program. Strategy's Expected Result/Impact: Increased enrollment in GPISD pre-school programs. Staff Responsible for Monitoring: Administrative staff Front office staff Parent Liaison Title I Schoolwide Elements: 3.1	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: Implement College/Career/Military 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)

HB3 Goal

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







<p>Strategy 1: Career Cruising lessons led by the counselors and held in core classes. Eighth grade students will participate in My Future, My Way career fair</p> <p>Strategy's Expected Result/Impact: Students will gain better understanding of careers available to them.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Engage the services of a College Bound Advisor dedicated to working toward our goal of a 100% graduation rate and a 100% college attendance rate.</p> <p>Strategy's Expected Result/Impact: 100% of YWLA seniors will graduate from high school and be accepted, attend and have financial backing for a four-year university.</p> <p>Staff Responsible for Monitoring: CBA, Principal and YWPN staff.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Build an AVID-focused campus climate/culture where students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets.</p> <p>Strategy's Expected Result/Impact: Though the use of Focus notes, time management skills, and goal setting sheets, students will achieve at high levels of academic excellence.</p> <p>Staff Responsible for Monitoring: AVID Campus Coordinator and all teaching staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: Students will track their data and set goals for improvement. Renaissance Star 360 assessments will be entered and assessed for goal achievement</p> <p>Strategy's Expected Result/Impact: Using a Student Goal Sheet will allow for student ownership and the results will be an increase scores for the Approaches, Meets and Masters categories on STAAR in multiple subject areas.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4</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 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)









Evaluation Data Sources: tutoring records, prescriptive interventions documentation

<p>Strategy 1: Refer families to GPISD Migrant Recruiter, Homeless Liaison, Social Worker, or Special Education Diagnostician to provide appropriate services based on needs. Implement TX Migrant supplemental services.</p> <p>Strategy's Expected Result/Impact: Students' needs identified and services provided through Migrant, Homeless, SPED and ELL departments and staff.</p> <p>Staff Responsible for Monitoring: PEIMS/Attendance Clerk</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Purchase Tier 2 intervention materials (eg. Fast Forward) focused on fundamental reading skills. Accelerated Instruction Teachers will utilize these materials during AI classes.</p> <p>Strategy's Expected Result/Impact: Reading assessment (state and district) scores for all students will indicate growth.</p> <p>Staff Responsible for Monitoring: Special education teachers, Academic Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

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

<p>Strategy 1: Staff to implement Capturing Kids Hearts. Process Champions strategies, and Advisory lessons to build relational capacity with students.</p> <p>Strategy's Expected Result/Impact: Increase in relational capacity will lead to a decrease in classroom disruptions and retention of highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal, Process Champions, CKH trained teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All staff will receive a modified CKH training to discuss changes to CKH strategies incorporating CDC guidelines.</p> <p>Strategy's Expected Result/Impact: Following training, YWLA staff will implement modified CKH strategies</p> <p>Staff Responsible for Monitoring: Principal, Process Champions</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Implement the Respect Starts Here (RSH) program, an anti-bias program pursuing empathy and equity through education, with students during the school day.</p> <p>Strategy's Expected Result/Impact: Students will develop leadership skills and the ability to proactively deal with issues that could potentially derail their education.</p> <p>Staff Responsible for Monitoring: RSH Lead Teachers, the Young Women's Preparatory Network</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Facilitate Rachel's Challenge and Handprint on Hearts to build relational capacity between students, staff, parents and improve school climate.</p> <p>Strategy's Expected Result/Impact: Students will have an increased sense of belonging. There will be a decrease in reported bullying while the school climate will improved.</p> <p>Staff Responsible for Monitoring: Counselors, Social Worker</p> <p>ESF Levels: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</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 1: Support teachers by providing a rigorous evaluation and support system for analyzing student achievement data to include classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.












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

<p>Strategy 1: Use Academic Facilitator and STEM Coach to lead PLCs for each tested-core content area in an effort to improve teacher quality, curriculum knowledge and academic achievement. Provide training to non-tested core teachers to model/provide resources, tools and strategies.</p> <p>Strategy's Expected Result/Impact: Continued growth of teachers reflected in an increase in student data.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Salary Personnel - 211 - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: All core teachers will reflect on data quarterly and attend data meetings during PLC to discuss classroom interventions.</p> <p>Strategy's Expected Result/Impact: Students will show mastery of concepts and meet progress measures on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> 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)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Sources: retention data, recruitment data






<p>Strategy 1: YWLA at Arnold will provide professional development in core subject areas, G/T, and ESL that will focus on best instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and achievement due to more effective teaching.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
<p>Strategy 2: YWLA at Arnold will support new teachers with a structured mentoring program to include weekly mentor/mentee meetings, monthly mentor/mentee/admin meeting, and scheduled observations with feedback.</p> <p>Strategy's Expected Result/Impact: Retention and support of new teachers, which will result in increased student achievement.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
<p>Strategy 3: YWLA will provide leadership opportunities and targeted professional development to grow teachers and administrators through various leadership pathways in and out of district (LSI, grow your own initiatives). Additionally, campus leadership will advertise these programs so that teachers know they exist.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity.</p> <p>Staff Responsible for Monitoring: Principal, Dean, and Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
 No Progress  Accomplished  Continue/Modify  Discontinue				
	Formative			Summative
	Nov	Jan	Mar	June
	Nov	Jan	Mar	June
 15%				
 55%	 0%	 0%		
 15%	 0%	 0%		

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/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6)

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 Campus Improvement Plan development.

Targeted or ESF High Priority

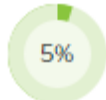





Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

<p>Strategy 1: Utilize Campus Improvement Committee (CIC) which includes parents, community members, and business leaders, to prepare the Campus Improvement plan, that will assess the needs, programs, and student achievement on the YWLA at Arnold campus</p> <p>Strategy's Expected Result/Impact: A fully developed plan where all student and staff needs are being addressed and preformed with a high sense of fidelity.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, Principal, Staff CIC Members</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 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/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6)

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.

<p>Strategy 1: YWLA at Arnold will conduct 2 or more virtual family/community nights. Strategy's Expected Result/Impact: Increase parent involvement, higher attendance rates, and increase student scores. Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction, Involved Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: YWLA at Arnold will conduct for high school parents family nights focused on ways to assist with post-secondary readiness and scholarships, college finances, applications, and acceptance. Strategy's Expected Result/Impact: Increase parent involvement, higher attendance rates, increase student scores, and college acceptance. Staff Responsible for Monitoring: Counselors, College Bound Advisor (CBA)</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/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection. Ensure timely notification of workshops to increase parent involvement.






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

<p>Strategy 1: YWLA at Arnold will schedule parent academic workshops that focus on providing basic computer skills, English and health and nutrition.</p> <p>Strategy's Expected Result/Impact: Increase in parents attending training.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2</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 Priorities 5 and 6)

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

<p>Strategy 1: Maintain current hardware and update software programs to implement campus instructional programs for student success.</p> <p>Strategy's Expected Result/Impact: Properly maintained student hardware will increase student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Media Specialist, IMA, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 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 Priorities 5 and 6)

Performance Objective 2: Young Women's Leadership Academy at Arnold will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

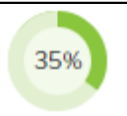
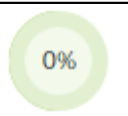
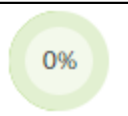




Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

<p>Strategy 1: Teachers who were selected for the GPISD Apple Vanguard will attend all sessions and share their knowledge in targeted PD with the rest of the instructional staff.</p> <p>Strategy's Expected Result/Impact: Increased integrated technology lessons in the classroom.</p> <p>Staff Responsible for Monitoring: Current and Previous Apple Vanguard Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: YWLA will develop and complete a phased approach to achieving Apple Distinguished School, with phase 1 occurring 2020-2021. Teachers will receive Apple-related technology training during PLC.</p> <p>Strategy's Expected Result/Impact: Increased integration of Apple technologies, laying a path to becoming an Apple Distinguished School.</p> <p>Staff Responsible for Monitoring: Sharon Thornton, current and former Apple Vanguard Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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: Young Women's Leadership Academy at Arnold 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: Ensure student and staff safety through the use of COVID Protocols, Raptor, periodic fire and other emergency drills. Strategy's Expected Result/Impact: Student and staff safety Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	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 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)


Evaluation Data Sources: Incident reports.


Strategy 1: Administration and staff trained in emergency Management System with a Campus Emergency Response Team Strategy's Expected Result/Impact: Administrators and staff are prepared for emergency situations. Staff Responsible for Monitoring: Assistant Principals, Principal, District Personnel	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 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 3: Expand counseling services to provide structure, support, awareness, and training for social and emotional well-being, including bullying/suicide/violence and drug prevention for staff and students.


Evaluation Data Sources: Counseling logs

Strategy 1: Provide counseling sessions for students to address social and emotional needs, bullying and violence. Strategy's Expected Result/Impact: Support of students with social and emotional needs. Staff Responsible for Monitoring: Counseling staff, Social Worker ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 40%			


0% No Progress


100% Accomplished


Continue/Modify


Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	YWLA at Arnold will address specific, identified learning gaps during the school day using small-group instruction, personalized instruction, and adjusting for different learning modalities designed for Reading, Math, Science and Social Studies mastery.
1	1	2	YWLA at Arnold will use the Accelerated Instruction Math and ELA classes in 6th, 7th and 8th grades in order to address number fluency, operations, algebraic reasoning, literacy, and other specific student learning gaps.
1	2	2	Each 9-week period, conduct Renaissance Star 360 data analysis with teachers and use results of analysis to develop instructional intervention and/or action plans.
1	2	3	As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 RtI interventions and implement interventions.
1	4	1	Career Cruising lessons led by the counselors and held in core classes. Eighth grade students will participate in My Future, My Way career fair
1	4	3	Build an AVID-focused campus climate/culture where students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets.
1	5	2	Purchase Tier 2 intervention materials (eg. Fast Forward) focused on fundamental reading skills. Accelerated Instruction Teachers will utilize these materials during AI classes.
1	6	1	Staff to implement Capturing Kids Hearts. Process Champions strategies, and Advisory lessons to build relational capacity with students.
1	6	2	All staff will receive a modified CKH training to discuss changes to CKH strategies incorporating CDC guidelines.
1	6	4	Facilitate Rachel's Challenge and Handprint on Hearts to build relational capacity between students, staff, parents and improve school climate.
2	1	1	Use Academic Facilitator and STEM Coach to lead PLCs for each tested-core content area in an effort to improve teacher quality, curriculum knowledge and academic achievement. Provide training to non-tested core teachers to model/provide resources, tools and strategies.
2	1	2	All core teachers will reflect on data quarterly and attend data meetings during PLC to discuss classroom interventions.
2	2	1	YWLA at Arnold will provide professional development in core subject areas, G/T, and ESL that will focus on best instructional practices.
2	2	2	YWLA at Arnold will support new teachers with a structured mentoring program to include weekly mentor/mentee meetings, monthly mentor/mentee/admin meeting, and scheduled observations with feedback.
2	2	3	YWLA will provide leadership opportunities and targeted professional development to grow teachers and administrators through various leadership pathways in and out of district (LSI, grow your own initiatives). Additionally, campus leadership will advertise these programs so that teachers know they exist.
4	1	1	Maintain current hardware and update software programs to implement campus instructional programs for student success.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	YWLA at Arnold will address specific, identified learning gaps during the school day using small-group instruction, personalized instruction, and adjusting for different learning modalities designed for Reading, Math, Science and Social Studies mastery.
1	1	2	YWLA at Arnold will use the Accelerated Instruction Math and ELA classes in 6th, 7th and 8th grades in order to address number fluency, operations, algebraic reasoning, literacy, and other specific student learning gaps.
1	2	2	Each 9-week period, conduct Renaissance Star 360 data analysis with teachers and use results of analysis to develop instructional intervention and/or action plans.
1	2	3	As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 RtI interventions and implement interventions.
1	4	1	Career Cruising lessons led by the counselors and held in core classes. Eighth grade students will participate in My Future, My Way career fair
1	4	3	Build an AVID-focused campus climate/culture where students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets.
1	5	2	Purchase Tier 2 intervention materials (eg. Fast Forward) focused on fundamental reading skills. Accelerated Instruction Teachers will utilize these materials during AI classes.
2	1	1	Use Academic Facilitator and STEM Coach to lead PLCs for each tested-core content area in an effort to improve teacher quality, curriculum knowledge and academic achievement. Provide training to non-tested core teachers to model/provide resources, tools and strategies.
2	1	2	All core teachers will reflect on data quarterly and attend data meetings during PLC to discuss classroom interventions.
2	2	1	YWLA at Arnold will provide professional development in core subject areas, G/T, and ESL that will focus on best instructional practices.
2	2	2	YWLA at Arnold will support new teachers with a structured mentoring program to include weekly mentor/mentee meetings, monthly mentor/mentee/admin meeting, and scheduled observations with feedback.
2	2	3	YWLA will provide leadership opportunities and targeted professional development to grow teachers and administrators through various leadership pathways in and out of district (LSI, grow your own initiatives). Additionally, campus leadership will advertise these programs so that teachers know they exist.
4	1	1	Maintain current hardware and update software programs to implement campus instructional programs for student success.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	YWLA at Arnold will address specific, identified learning gaps during the school day using small-group instruction, personalized instruction, and adjusting for different learning modalities designed for Reading, Math, Science and Social Studies mastery.
1	1	2	YWLA at Arnold will use the Accelerated Instruction Math and ELA classes in 6th, 7th and 8th grades in order to address number fluency, operations, algebraic reasoning, literacy, and other specific student learning gaps.
1	2	2	Each 9-week period, conduct Renaissance Star 360 data analysis with teachers and use results of analysis to develop instructional intervention and/or action plans.
1	2	3	As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 RtI interventions and implement interventions.
1	4	1	Career Cruising lessons led by the counselors and held in core classes. Eighth grade students will participate in My Future, My Way career fair
1	4	3	Build an AVID-focused campus climate/culture where students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets.
1	5	2	Purchase Tier 2 intervention materials (eg. Fast Forward) focused on fundamental reading skills. Accelerated Instruction Teachers will utilize these materials during AI classes.
1	6	4	Facilitate Rachel's Challenge and Handprint on Hearts to build relational capacity between students, staff, parents and improve school climate.
2	1	1	Use Academic Facilitator and STEM Coach to lead PLCs for each tested-core content area in an effort to improve teacher quality, curriculum knowledge and academic achievement. Provide training to non-tested core teachers to model/provide resources, tools and strategies.
2	1	2	All core teachers will reflect on data quarterly and attend data meetings during PLC to discuss classroom interventions.
2	2	1	YWLA at Arnold will provide professional development in core subject areas, G/T, and ESL that will focus on best instructional practices.
2	2	2	YWLA at Arnold will support new teachers with a structured mentoring program to include weekly mentor/mentee meetings, monthly mentor/mentee/admin meeting, and scheduled observations with feedback.
2	2	3	YWLA will provide leadership opportunities and targeted professional development to grow teachers and administrators through various leadership pathways in and out of district (LSI, grow your own initiatives). Additionally, campus leadership will advertise these programs so that teachers know they exist.
4	1	1	Maintain current hardware and update software programs to implement campus instructional programs for student success.
5	3	1	Provide counseling sessions for students to address social and emotional needs, bullying and violence.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	YWLA at Arnold will address specific, identified learning gaps during the school day using small-group instruction, personalized instruction, and adjusting for different learning modalities designed for Reading, Math, Science and Social Studies mastery.
1	1	2	YWLA at Arnold will use the Accelerated Instruction Math and ELA classes in 6th, 7th and 8th grades in order to address number fluency, operations, algebraic reasoning, literacy, and other specific student learning gaps.
1	2	2	Each 9-week period, conduct Renaissance Star 360 data analysis with teachers and use results of analysis to develop instructional intervention and/or action plans.
1	2	3	As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 RtI interventions and implement interventions.
1	4	1	Career Cruising lessons led by the counselors and held in core classes. Eighth grade students will participate in My Future, My Way career fair
1	4	3	Build an AVID-focused campus climate/culture where students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets.
1	5	2	Purchase Tier 2 intervention materials (eg. Fast Forward) focused on fundamental reading skills. Accelerated Instruction Teachers will utilize these materials during AI classes.
2	1	1	Use Academic Facilitator and STEM Coach to lead PLCs for each tested-core content area in an effort to improve teacher quality, curriculum knowledge and academic achievement. Provide training to non-tested core teachers to model/provide resources, tools and strategies.
2	1	2	All core teachers will reflect on data quarterly and attend data meetings during PLC to discuss classroom interventions.
2	2	1	YWLA at Arnold will provide professional development in core subject areas, G/T, and ESL that will focus on best instructional practices.
2	2	2	YWLA at Arnold will support new teachers with a structured mentoring program to include weekly mentor/mentee meetings, monthly mentor/mentee/admin meeting, and scheduled observations with feedback.
2	2	3	YWLA will provide leadership opportunities and targeted professional development to grow teachers and administrators through various leadership pathways in and out of district (LSI, grow your own initiatives). Additionally, campus leadership will advertise these programs so that teachers know they exist.
4	1	1	Maintain current hardware and update software programs to implement campus instructional programs for student success.
5	3	1	Provide counseling sessions for students to address social and emotional needs, bullying and violence.

Campus Funding Summary

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Salary Personnel		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums