

# **Grand Prairie Independent School District**

## **Florence Hill Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

Florence Hill Elementary will provide a positive, safe, and secure environment that will empower students to learn while building self-esteem. Students will be afforded the opportunity to experience success and mutual respect which will prepare them to be life-long learners. The Florence Hill community will cooperate to produce responsible individuals who are able to adapt to an ever-changing society.

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Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)	20
Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)	23
Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)	27
Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)	29
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# Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

## Demographics

### Demographics Summary

Florence Hill Elementary is proud to serve the local community as a traditional school. We serve almost 500 students in grades PreK - 5th grade.

Florence Hill Elementary demographics include:

- Ethnic distribution is 41% Hispanic, 30% African American, 13% white/non-Hispanic, 11% Asian and less than 1% American Indian / Alaskan Native
- 57% of students are male and 43% are female
- 4% of students are identified as gifted and talented
- 64% of students are economically disadvantaged
- 10% of students are English Language Learners
- 21% of the students are at-risk
- 20% of the students are served under special education
- 5% of the students are identified as having a need to be served under 504 guidelines

Florence Hill is a Title One school wide program and our campus receives State Compensatory Education funds.

### Demographics Strengths

- 100% of staff members are highly qualified
- Ethnic distribution has remained consistent.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** All students will be aware of their academic progress and their goals to achieve growth measuring at least one academic year. **Root Cause:** Student data indicates a need for increased Tier One instructional strength in math and reading for all learners.

**Problem Statement 2:** Increase attendance rate to 98% from 96.5% **Root Cause:** Student mobility rate of 15%.

# Student Learning

## Student Learning Summary

STAAR results for 2018-2019 for Florence Hill Elementary indicate that our campus met standard in all areas. Distinctions were earned for ELA/Reading and Top 25% Student Progress.

The staff at Florence Hill Elementary are committed to student achievement and believe that it begins with relational capacity. All teachers are trained in Flip Flippen's model of Capturing Kids Hearts. Staff receives reminders about utilizing the social contract and the 4 questions throughout the school year.

Florence Hill Elementary is a data driven campus. Student progress is reviewed on a weekly basis in our professional learning communities (PLC) meetings, led by our instructional coach. The weekly PLC meetings guide classroom instruction. Every three weeks classroom teachers meet to monitor student data and have conversations regarding student growth based on a campus wide visual of student academic achievement.

## Student Learning Strengths

- Met standard on STAAR 2018-2019 in all areas: student achievement, student progress, closing performance gaps, and postsecondary readiness
- Earned distinctions in Academic Achievement for ELA/Reading and Top 25% Student Progress

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 58% of all students in 3rd-5th grade meets expectations on reading STAAR. **Root Cause:** Students in K, 1st and 2nd are not reading on grade level by the end of the year.

**Problem Statement 2 (Prioritized):** 46% of all students in 3rd-5th grade meets expectations on math STAAR **Root Cause:** Students in K, 1st and 2nd are not performing at expected grade level.

# School Processes & Programs

## School Processes & Programs Summary

This year our Campus Improvement Council will review parent surveys to determine improvements needed. The CIC will also review effective implementation of the required decision-making processes and proper documentation of these efforts. Improvement efforts will focus on increased parent involvement in PTA, active campus committees that include parents and volunteer programs (including WATCH DOGS).

Staff have access to numerous amounts of instructional resources for teachers to utilize to support students. Teachers can use StemScopes, iStation, REAL School Gardens and Renaissance Learning.

Teachers attend staff development over the summer and throughout the year to support students learning.

During weekly PLC meetings, effective lesson planning and instructional strategies are discussed. Teachers lead data reflection meetings after each quarterly assessment. Teachers track DRA levels each 3 weeks.

## School Processes & Programs Strengths

- Active family participation in academic content nights
- Parents feel welcome on campus
- Teachers are supported by the instructional coach.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Writing curriculum does not meet the needs of the students. Writing scores do not reflect mastery of the content. **Root Cause:** Writing curriculum needs to be tailored to meet the needs of all learners. Students need to be writing in all content areas in all grade levels.

# Perceptions

## Perceptions Summary

Florence Hill is a traditional neighborhood school. We welcome all students and are excited to partner with families for student success.

Florence Hill Elementary participates in Handprints on Hearts, Capturing Kids Hearts, and Positive Behavior Interventions and Supports. Male role models are invited to participate in All Pro Dads. Students participate and all families are invited to help celebrate student success at bi-weekly Pride Rallies.

Families also participate in local community events like the Martin Luther King, Jr Parade and the Cinco de Mayo Parade.

Families enjoy PTA sponsored Family Engagement Nights 4 times per year. Families are also invited to attend our Literacy Night and Math/Science/Wellness Night.

## Perceptions Strengths

Florence Hill Elementary staff works hand in hand with our parent liaison to increase and welcome family engagement in student education.

Families receive weekly emails and weekly phone calls informing them of events going on at school.

Students are recognized for their achievements at the bi-weekly school pride rallies.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent support for practice at home (homework) is low. **Root Cause:** Parents lack knowledge in how to help their children at home in the evening. Students participate in after school sports and don't have time for homework.

# Priority Problem Statements

**Problem Statement 1:** 58% of all students in 3rd-5th grade meets expectations on reading STAAR.

**Root Cause 1:** Students in K, 1st and 2nd are not reading on grade level by the end of the year.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 46% of all students in 3rd-5th grade meets expectations on math STAAR

**Root Cause 2:** Students in K, 1st and 2nd are not performing at expected grade level.

**Problem Statement 2 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: Student Achievement:** By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (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.

**High Priority**

**HB3 Goal**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers and inclusion teachers will participate in data review PLC meetings to review student progress in the areas of reading, math and science.</p> <p>Teachers will dialogue about the instructional planning cycle, how they will reteach low SEs and plan for tutoring during PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will note an increase in quarterly testing data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will implement interventions with students receiving T2 and T3 services.</p> <p>In order to support students at home, parents will be encouraged to have students participate in online practice via a program (ex - ITSS, Think Through Math, RAZ Kids, iReady).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow based on benchmark data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
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**Performance Objective 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

**Evaluation Data Sources:** Enrollment data, GPISD assessment data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to advertise PreK in GPISD on campus website, word of mouth with parents who come into the office, weekly written communication to parents and promoting the GPISD Experience.</p> <p><b>Strategy's Expected Result/Impact:</b> increased enrollment for PreK students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Front office staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily attendance for students will increase by .5% overall for the academic year.</p> <p>Once class per grade level with the best average attendance will be recognized bi-weekly at the Pride Rally and earn a special treat - extra recess, popcorn party, etc.</p> <p>Students with perfect attendance will be recognized by a drawing at the end of each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year PEIMS data will indicate an overall increase of .5% student attendance for the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PEIMS clerk classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p><b>Funding Sources:</b> items for students to win at the semester drawing - 199 - General Fund - \$500</p>	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement developmentally appropriate activities to create and foster College and Career Readiness with all students.</p> <p>This includes students taking pictures of their current career choice and students being recognized at awards ceremonies for their current career choice.</p> <p>There are also days where students and staff are encouraged to wear college shirts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to a variety of career paths.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I:</b> 2.5, 2.6, 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will utilize the Career Crusing online program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to a variety of career paths.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Our 3rd, 4th and 5th graders will present to PreK, K, 1st and 2nd graders in a Peer to Peer Career Fair in the fall semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will explore a variety of career options.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students will participate in a Career Fair in the spring semester where professionals come in and speak to students in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be come more aware of the career choices that are available.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Performance Objective 4:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)





**Evaluation Data Sources:** tutoring records, prescriptive interventions, documentation  
 retired teachers pulling 2nd grade students during the day for tutoring (significantly behind grade level in DRA)  
 pulling 4th & 5th grade math students (significantly behind grade level)  
 4 staff members working with HB4545 students after school 4 days per week

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional interventions will be implemented during small group instruction in the classroom as well as in after school tutoring sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will align to the TEKS.</p> <p>TTESS observations (both formal and informal) will show evidence of quality T1 instruction for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Classroom teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of all staff will implement Capturing Kids' Hearts.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will feel safe and welcomed at school, which will result in an increase in attendance and overall academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data meetings will be held every 9 weeks to assess student growth.</p> <p>A review of student attendance and academic performance will help identify students in need of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show at least one year's growth on benchmark data.</p> <p>Attendance will be documented daily per grade level and displayed at the front entrance.</p> <p>Quarterly testing data will be displayed at the front entrance.</p> <p>All of this will positively impact student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 100% of all staff will implement Stand For Kind and Start with Hello for bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve academic success as their social emotional learning is addressed in a positive, safe and caring environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students identified as in need of T2 or T3 interventions will be served before, during and/or after school.</p> <p>Teachers will have access to specially designed curriculum.</p> <p>A certified teacher will work with struggling students both in and out of the classroom twice a week (retired teacher).</p> <p><b>Strategy's Expected Result/Impact:</b> T2 and T3 students will demonstrate growth in the area they are working on.</p> <p>Overall growth will be demonstrated in quarterly assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> StemScopes curriculum - 211 - Title 1 - \$2,520</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will participate in dress up days for Red Ribbon Week in October.</p> <p>This will bring about awareness in regards to drugs and alcohol.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve academic success as their social emotional learning is addressed in a positive, safe and caring environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students who struggle to meet expectations will be invited to extended learning opportunities with highly qualified teachers. (Saturday School)</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will show overall gains in math, reading and science based on the quarterly assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Students who have an increase in tardiness or absences will meet with parents and administrator to put a written plan in place in order to increase their attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing student attendance will increase student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PEIMS clerk Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 5:** Provide additional academic and social emotional initiatives and support for grades 5 - 9.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** State and Local Assessment Data and Counseling Reports

**Goal 2: Recruitment, Support and Retention of Personnel:** By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 1:** Continue to support the district's leadership mission and goals: We Create Success--We Lead by Example--We Empower People through leadership development initiatives and professional development for teachers and staff to improve student learning.

**High Priority**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teaching staff will be coached through a TTESS cycle by January 31, 2019.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention, feedback and coaching on instructional strategies will increase teacher effectiveness and student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional paraprofessionals will be evaluated annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Paraprofessionals will receive feedback in order to improve and grow their instructional capacity in the classroom, positively affecting student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
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**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit, hire and retain effective teachers, campus administrators and other instructional leaders by using a panel for hiring.</p> <p><b>Strategy's Expected Result/Impact:</b> Better teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All classroom teachers will meet weekly in PLC meetings led by the instructional coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff in weekly PLC meetings will work collaboratively to analyze data and plan for classroom instruction. Intentional planning will result in an increase in student achievement data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: Parent/Community Engagement:** By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)

**Performance Objective 1:** 3.1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

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

Book Fair, Grandparents Day, PTA restaurant fundraiser, Meet the Teacher in August, Open House in March, October parent/teacher conferences, Dads welcoming students on Fridays, guest readers in the spring, book backpacks for younger students, parents presenting at Career Day, inviting parents to field trips to help chaperone, Field Day volunteers





Communication: Facebook, weekly parent phone call and email from admin, weekly email to parents from counselor, teacher/parent Remind/Dojo messages, 3 to 5m "commercial" before PTA performances with informational handout to take home

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with Campus Improvement Meetings. <b>Strategy's Expected Result/Impact:</b> Input from the CIC will positively impact student academic achievement and social emotional well being. <b>Staff Responsible for Monitoring:</b> Principal CIC Members  <b>Title I:</b> 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will host a Literacy Night family engagement activity during the fall semester to bring about an awareness of the importance of reading daily with children at home.</p> <p>Students and families will be engaged in a variety of hands on, interactive literacy based activities during the event and all students will leave the event with a book.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets and feedback forms will indicate that a majority of families participated in the event and found it useful in helping their children at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will continue sharing instructional strategies with parents for home learning before each PTA meeting.</p> <p>Instructional strategies include: how to help children at home with reading, math and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets and feedback forms will indicate that families find the information shared at PTA meetings useful and helpful in providing ideas to increase home learning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will host a math/science/wellness family engagement event during the fall semester to bring about awareness of strengthening math and science skills at home.</p> <p>Students and families will be engaged with a variety of hands on, interactive math and science activities during the event. All students will leave with resources to practice math skills at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets and feedback forms will indicate that a majority of families participated in the event and found it useful in helping their children at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue supporting All Pro Dads program to encourage male role models to become active participants in the success of all children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of parents and positive male role models who participate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor PTA Members Front office staff</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Families will be provided with a 2019 year calendar featuring student art work and tips to help with home learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have the opportunity to be involved in activities for home learning for their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Art Teacher Instructional Coach</p> <p><b>Funding Sources:</b> - 211 - Title 1 - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Parents will have monthly opportunities to be active participants in workshops focused on home learning activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have resources for home learning activities for their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Instructional Technology:** By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)

**Performance Objective 1:** Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will use Edugence, STAR 360, Lead4Ward, Learning A-Z and StemScopes to enhance student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate an increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title 1 - \$2,520</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will utilize hardware like projectors and bulbs to enhance student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate an increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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**Performance Objective 2:** GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers will utilize data from Kurzweill, FastForward and other online programs to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate an increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Safety and Well Being:** By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 1:** GPISD will continue to ensure the safety and well-being of students, staff, and parents, and community members.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in lessons, activities, and programs to address bullying, anti-violence, drug prevention and general safety awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote bullying prevention and increase acts of kindness, resulting in an overall increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Safety and Well Being:** By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

**Evaluation Data Sources:** Incident and attendance reports.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue the use of anonymous bully reporting system for students and parents.  <b>Strategy's Expected Result/Impact:</b> Promote kindness and sense of safety while students are at school.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Classroom teachers</p> <p><b>Title I:</b>                      2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Safety drill procedures are reviewed weekly with students and drills are conducted in accordance with GPISD expectations.  <b>Strategy's Expected Result/Impact:</b> Safety drills are conducted in accordance with GPISD policy.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Classroom teachers</p> <p><b>Title I:</b>                      2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Safety and Well Being:** By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 3:** Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

**High Priority**

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment &amp; Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavioral and discipline referrals. Support students' overall wellbeing</p> <p><b>Staff Responsible for Monitoring:</b> Student Mental Health &amp; Safety Advisor, Principals, Counseling Services, Student Support Services</p> <p><b>Title I:</b> 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 5: Safety and Well Being:** By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 4:** Provide continuous training, initiatives, and support to address bullying, suicide, and drug prevention.

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	items for students to win at the semester drawing		\$500.00
3	1	2			\$500.00
3	1	4			\$500.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	StemScopes curriculum		\$2,520.00
3	1	6			\$1,200.00
4	1	1			\$2,520.00
<b>Sub-Total</b>					<b>\$6,240.00</b>