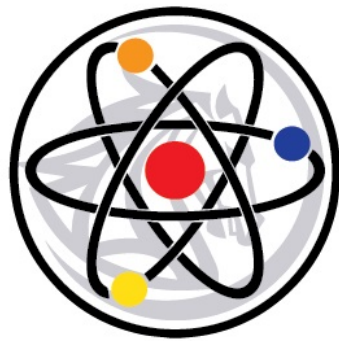


**Grand Prairie Independent School District**  
**Ellen Ochoa STEM Academy at Milam Elementary**  
**2022-2023 Campus Improvement Plan**



**Ellen Ochoa**  
**STEM ACADEMY**  
*at Ben Milam Elementary*

# Mission Statement

## Our Mission

[The Ellen Ochoa STEM Academy at Ben Milam Elementary](#) is a K-5 Choice school in Grand Prairie ISD. Our mission is to encourage student interest in science, technology, engineering, and mathematics through expanded learning opportunities, hands-on laboratory and coursework and a focused STEM curriculum that presents a real-world experience for our students. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

Ochoa seeks to broaden opportunities for students in science, technology, engineering, and mathematics by fostering an early interest in these critical areas of study. Through use of a dedicated STEM and Engineering curriculum combined with corporate partnerships, expanded emphasis on technology, and specialized school design elements, we are confident we can instill confidence and interest in STEM studies for elementary students.

## Vision

### Our Vision

The vision of The Ellen Ochoa STEM Academy at Ben Milam Elementary is to provide students with safe, nurturing and engaging learning environment where students become creative inquirers and problem solvers. Through collaboration with parents, community, and other schools in the district, we leverage available resources to offer students focused study in the areas of science, technology, engineering, and mathematics at the elementary level. Additionally, higher education and corporate partnerships offer enhanced opportunities for interaction with engineers and scientists – providing students real-world insight and hands-on experience with leaders in these specialized fields.

## Core Beliefs

Excellence is the expectations, every child, every day.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ellen Ochoa STEM Academy at Ben Milam Elementary is a neighborhood school with 90% of students residing within two mile radius. Ten percent of student population comes from outer school zone and have chosen to enroll as school of choice. Enrollment is currently at 655 with 89% Economically Disadvantaged, 75% At-Risk, and 89.2% Free/Reduced lunch. The ELL percentage is at 49%. 6% of student population are receiving special education services. Student attendance rate is at 96.4%.

### Demographics Strengths

Implementation of dual language program at Ochoa STEM Academy. This program reflects GPISD's dedication to the need of a bilingual education program in our district for ESL students. This dual language program should also provide motivation for Spanish speaking parents to connect with our school personnel and teachers.

50% of staff have over 4 or more years of teaching experience.

New business growth and housing developments in the community is bringing new students at our school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High mobility rates, high at-risk population and homelessness contribute to adverse effects in campus attendance rates. **Root Cause:** Lack of access to social services and transportation contribute to low attendance rates.

# Student Learning

## Student Learning Summary

2019 Accountability Summary: "B" Rating

Domain 1: Academic Achievement 72%

Domain 2: Student Progress 86% Relative Performance 81%

Domain 3: Closing the Achievement Gap 75%

STAAR Results:

3rd grade Reading 64%

3rd grade Math 73%

4th grade Math 71%

4th grade Reading 70%

4th grade Writing 58%

5th grade Reading 83%

5th grade Math 89% met standards

5th grade Science 53% met standards

## Student Learning Strengths

Earned two TEA Campus Distinctions in Academic Growth and Science

5th grade Reading and Mathematics scores are above the district average scores.

GT students are at 100% met standards.

4th grade LEP and Bilingual students outperformed campus average met standards in Reading, Math, and Writing.

5th grade Math, and Reading are increasing consecutively for two years.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading and writing scores are below district and state average masters and meets rating. **Root Cause:** Lack of grade-level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among English-language learners

# School Processes & Programs

## School Processes & Programs Summary

Ellen Ochoa STEM Academy believes that in order for us to capture kids' minds, we need to capture their hearts first. All teachers and staff are required to practice Capturing Kid's Heart by greeting each student as they enter the building and the classroom. Multiple opportunities for activities and involvement contribute to the positive attitudes about school. A wide variety of extra curricular activities contribute to a well-balance campus. Field trips are offered to allow students appreciate nature and outside learning. Teachers are required to offer tutoring every Tuesday and Thursday. Paraprofessionals are assigned to help struggling readers in first grade. Newsletters, emails, automated calling systems, class dojo and Remind101 were used frequently to communicate to parents. Technology enhancements such as the use of Google docs and OneDrive provide easy access to documents and instructional materials. Teachers have a voice in decision making in school procedures in grade level and staff committees. Each committee meets regularly to discuss and implement systems, processes, and procedures to make Ochoa a great and safe learning environment for all. These committees are: School safety, college and career, climate and culture, yearbook, attendance and discipline, multicultural, parent engagement, and student activities committees.

Teachers utilized a variety of curriculum resources to teach the required grade level TEKS standards. some of these resources are Empowering Writers, AIRR books, Motivation, Learning A-Z, Project Lead the Way, Benchmark writing, Extended learning time is devoted to students in Tier 2 and Tier 3 in RTI with the goal in mind to assist the student be successful. Parents are invited to participate in goal-setting conferences with their child for Q2 and Q3 assessment periods. Students are provided with a daily student planner to organize activities, assignments, and homework each day. Parents are encouraged to check child's daily planner. A newsletter or flyer goes home every Thursday to keep parent abreast of school and grade level activities each week. Teachers are available to conference with parents during their conference time or afterschool as scheduled. Our school website and Facebook page are updated weekly to ensure that schoolwide and districtwide activities are communicated to parents and stakeholders. Parents have the option to participate in Beyond The Bell program to provide an afterschool activities for their child.

## School Processes & Programs Strengths

CKH has provided campus-wide positive interactions and expectations of student behavior.

Affirmations add to the positive outlook and rapport among teachers and staff.

Each student has an Ipad, 1:1 ratio, for classroom and academic use.

Student assemblies, guidance lessons, and constant reminders add to the consistent observance of routines and procedures.

The campus highly utilized Google docs and calendar invites for easy access of documents and schedules.

Staff committeess and grade level activities provide leadership capacity, teamwork, and accountability among teachers and staff.

The Beyond The Bell program provides parents the option for childcare afterschool.

Students can access SORA (online books) and Imagine Math even when they are off-campus.

School offers after-school clubs as extra-curricular activities.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teacher preparation programs are inadequate to support the curriculum and classroom needs of new teachers. **Root Cause:** Teachers may not have the classroom experience and necessary tools to immediately adjust to the demands of teaching.



# Perceptions

## Perceptions Summary

Students and staff participate in a wide variety of classroom and campus wide events which add to the school spirit and positive atmosphere at Ellen Ochoa STEM Academy. Some events are campus traditions and some are cultural celebrations. Frequent opportunities for student recognition are provided, such as, public announcements, publications in newsletters and social media, display of pictures in the hallways and bulletin boards, school board recognition, and verbal affirmations during faculty meetings and student assemblies. Multiple staff luncheons, gatherings, and birthday celebrations promote camaraderie amongst staff. Students and staff participate in schoolwide spirit and cultural activities such as Red Ribbon week, GenTX week, Hispanic Heritage month, Martin Luther King parade, Pancakes with Santa, the Polar Express festival, STEM Action day, literary book character parade, perfect attendance awards, Cinco de Mayo celebration, field day competitions, and academic awards programs. Students had popcorn and ice cream parties for rewards, and teachers are sometimes surprised with sonic drinks, jean day passes, good deed notes, and free food or drinks coupons. All teachers and staff are part of a committee which give them voice in decision-making, enhance leadership capacity, and encourage trust among team members. Our partnership with Lockheed Martin provide opportunities for students to participate in engineering activities during STEM Action day.

Parent engagement opportunities include parent literacy nights, workshops, monthly parent assembly, muffins with moms, donuts with dads, volunteer opportunities in the classroom and chaperones in field trips. A newsletter from the principal is distributed to parents once every month during parent assembly and in both English and Spanish. Grade level newsletter is distributed to parents which include activities, lesson strands, and announcements specific to child's grade level. Students have opportunities to participate in student groups clubs such as Kindness Club, Handprints on Hearts, video productions, Girls scouts, Boys Scouts, Robotics, LEGO, Astronomy Stargazers, GirlsTEM, choir, art club, Bugs club, Kinetics club and gardening club.

## Perceptions Strengths

We are complemented on how welcoming and friendly our staff is to parents, guests, visitors, and each other. Our Facebook page is a huge source of positive communication and feedback from parents. Student recognition is a daily occurrence on campus through announcements, teacher recognition, and daily practice of Capturing Kids Heart. We celebrate quarterly recognitions for perfect attendance, academic, and attitude. We have a full time parent liaison on campus. A strong community partnership with Lockheed Martin supports our Engineering strand as a STEM school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent involvement has dwindled due to a lack of PTA leadership and innovative ways to attract parents to participate. **Root Cause:** Not enough parent volunteers to sustain parent leadership in PTA, and limits on visitor capacity and community activities.

# Priority Problem Statements

**Problem Statement 2:** High mobility rates, high at-risk population and homelessness contribute to adverse effects in campus attendance rates.

**Root Cause 2:** Lack of access to social services and transportation contribute to low attendance rates.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** Reading and writing scores are below district and state average masters and meets rating.

**Root Cause 1:** Lack of grade-level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among English-language learners

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Teacher preparation programs are inadequate to support the curriculum and classroom needs of new teachers.

**Root Cause 3:** Teachers may not have the classroom experience and necessary tools to immediately adjust to the demands of teaching.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parent involvement has dwindled due to a lack of PTA leadership and innovative ways to attract parents to participate.

**Root Cause 4:** Not enough parent volunteers to sustain parent leadership in PTA, and limits on visitor capacity and community activities.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- 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 Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

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

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HB3 training for K-5 Reading and Writing teachers and administrators ( assistant principals)  <b>Strategy's Expected Result/Impact:</b> Increase in reading readiness such as phonological awareness and phonemic skills  <b>Staff Responsible for Monitoring:</b> Instructional coaches, administrators</p> <p><b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></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> Provide math, writing and reading instructional support to all teachers through a variety of resources and materials, and personnel in PLCs.  <b>Strategy's Expected Result/Impact:</b> Q1, Q2, Q3  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, instructional coaches</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>Additional Targeted Support Strategy</b></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> Provide incentives and rewards to encourage students to achieve higher academic progress and attend extended learning time after school, before school, or Saturday.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading, Writing, Math</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>Additional Targeted Support Strategy</b></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> Provide SSI instruction and incentives to 5th graders who failed the 1st and 2nd administration of Reading and Math STAAR tests</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, Instructional coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>Additional Targeted Support Strategy</b></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> 1) Provide experiential learning through hands-on exploration activities such as experiments, use of manipulatives and visuals to enhance knowledge and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, attendances</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, STEM Coordinator</p> <p><b>Additional Targeted Support Strategy</b></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> Provide opportunities for experiential learning such as field trips to educational sites such as museums, botanical gardens, NASA, zoos and visits to middle, high school or university.</p> <p><b>Strategy's Expected Result/Impact:</b> Field trips, attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, STEM Coordinator</p> <p><b>Additional Targeted Support Strategy</b></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 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 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

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

**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 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			
<b>Strategy 1:</b> Provide awareness of college and career opportunities through GenTX activities and career day. <b>Strategy's Expected Result/Impact:</b> Career awareness <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.5	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>				





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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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review ARD's and 504 plans in a timely manner.  <b>Strategy's Expected Result/Impact:</b> IEP, intervention plans</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</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> Provide opportunities for teacher training in Capturing Kids Hearts.  <b>Strategy's Expected Result/Impact:</b> Attendance  <b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>Additional Targeted Support Strategy</b></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> Monitor student attendance through daily checks, send letters to parents with 5 or more unexcused absences, and reminders through announcements.  <b>Strategy's Expected Result/Impact:</b> Attendance rate  <b>Staff Responsible for Monitoring:</b> Administrators, PEIMS</p> <p><b>Title I:</b>            2.6, 4.2  <b>- Additional Targeted Support Strategy</b></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> Provide incentives for students with excellent attendance and encouragement to those who are struggling to come to school. Connect with parents frequently.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 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>				

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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.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with walk-through observation, formal and informal observation and feedback, and coaching and mentoring of struggling teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching skills</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4 - <b>Additional Targeted Support Strategy</b></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> Provide reading and writing instructional support through a variety of literacy approaches/strategies such as readers/writers workshops, guided reading, FastForward, teacher assistants, and Title 1 reading teachers</p> <p><b>Strategy's Expected Result/Impact:</b> REading and writing strategies, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, instructional coaches</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 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> Establish a committee of teachers to create a candidate profile, interview applicants and recommend to the principal the best candidate that fits the profiles.</p> <p><b>Strategy's Expected Result/Impact:</b> REcruitment and retention data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, team leaders</p> <p><b>Additional Targeted Support Strategy</b></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> Provide professional development to Esperanza Amplio Speech in all K-2 dual-language classes.</p> <p><b>Strategy's Expected Result/Impact:</b> English language learners</p> <p><b>Staff Responsible for Monitoring:</b> K-2 DL teachers, ICoaches, administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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> Hire a full-time campus social worker.</p> <p><b>Strategy's Expected Result/Impact:</b> Migrant, At-Risk, Homeless students</p> <p><b>Staff Responsible for Monitoring:</b> Social worker, administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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 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:** 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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the parent liaison and social worker to connect with parents of high needs and at-risk students and offer services available in school and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent conferences, PTA nights</p> <p><b>Staff Responsible for Monitoring:</b> Parent liaison, administrators</p> <p><b>Title I:</b> 4.1, 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> Provide parents the opportunity to attend workshops to assist their child in homework and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent meetings, volunteer orientation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, parent liaison</p> <p><b>Additional Targeted Support Strategy</b></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> Provide student planners to students to use as a tool for daily communication between teachers and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</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> 1) Provide multiple opportunities for parents to participate in school-wide activities with their child, such as allow parent check-out library books, participate in student presentations and off-campus field trips and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> agenda, sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, parent liaison</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Instructional Technology:** 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			
<b>Strategy 1:</b> Provide students with IPAD for classroom use. <b>Strategy's Expected Result/Impact:</b> Ipad in the classroom 1:1 ratio <b>Staff Responsible for Monitoring:</b> IMS  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



**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 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			
<b>Strategy 1:</b> Provide teacher training on new trends in instructional technology <b>Strategy's Expected Result/Impact:</b> Professional development <b>Staff Responsible for Monitoring:</b> IMS, administrators  <b>Additional Targeted Support Strategy</b>	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> Establish a school-wide system to analyze, hear and resolve safety and discipline concerns from stakeholders conversation with parents, student assemblies, teacher-parent conferences, and faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent conferences, assemblies</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>Additional Targeted Support Strategy</b></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> All teachers and staff will follow the District student code of conduct to ensure all students are able to learn in a safe environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>Additional Targeted Support Strategy</b></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 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> Utilize PanoramaEd survey as a tool to identify students who are low in self-efficacy and growth mindset to provide counseling and peer mediation strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students self-efficacy and motivation</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, social worker, administrators</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</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> Establish Handprints On Hearts mentoring program, and Kindness crew</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Social worker, counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</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> 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
<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 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