

Grand Prairie Independent School District
Young Women's Leadership Academy
2023-2024 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.

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Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)	21
Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)	26
Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5)	28
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)	31
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Young Women's Leadership Academy at Arnold (YWLA) is an all-girls public school located within Grand Prairie ISD. We have 488 students from sixth through eighth and tenth through twelfth grade. This represents a 25% decrease in the total enrollment compared to the previous school year, and a 20% decrease in enrollment over the past two years. The composition of our student body is 80.3% Hispanic, 8.8% African American, 6.15% White, 2.5% Asian, .82% Native American or Alaska Native, and 1.4% 2 or more races.

Our student body population is diverse and we have many students from families who speak languages other than English. 3.7% or 18 students have Limited English Proficiency, 75.4% or 368 are considered At Risk, 70% or 341 students qualify for the National School Free Lunch Program while 16% or 80 students qualify for the Reduced Lunch Program. Collectively, this represents 86% or 421 students of the student population being identified as Economically Disadvantaged.

Other aspects of our demographics include 8% or 39 students receive Special Education services, 5.3% or 26 students receive 504 services and 3.8% or 19 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 6-8 who choose to attend 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 Advanced, 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 support student success, increase college readiness and reduce barriers to college access.

Demographics Strengths

Our students are served by a College Success Advisor who is charged with assuring that 100% of our seniors graduate on time and attend a four year college with enough financial support to sustain them. The class of 2023 was YWLA's seventh graduating class. This class was comprised of 26 college-bound students who receive over \$3 Million in scholarship dollars.

Student attendance continues to fall below the 98% goal set by the campus. So far this year our overall attendance rate is 94.5%.

As our student population is 80.3% Hispanic with over 43% being English Language Learners is it 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 Advanced 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.

Our graduation rate is 100%. Discipline on our campus focuses on restorative practices and enhanced social-emotional learning opportunities for students who struggle with behaviors. This relies on our behavioral administrators working alongside our counselors and social worker to provide those extra supports for students with trauma-related behaviors on our campus.

Enrollment in CCMR is at 100% for our high school students and all high school core academic classes are either Advanced, Dual Credit, or Advanced Placement (AP). The student-teacher ratio for the 2022-2023 school year is 12:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student and staff attendance is below expected standard of 98%. **Root Cause:** Teacher turnover and a lack of experienced teachers continue to affect attendance for both YWLA students and staff.

Problem Statement 2 (Prioritized): Spring 2023 STAAR and MAP BOY screener data reveals that our students are behind in both math and reading, as well as social studies. This year we will focus on reading/writing skills across the disciplines. **Root Cause:** Persistent student learning gaps have contributed to the current state of math and reading achievement. These learning gaps can be contributed to various factors such as knowledge and skills gaps, frequent student absences or chronic illness, and limited parental involvement.

Problem Statement 3: We struggle to get parents involved in our campus. **Root Cause:** Lack of adequate outreach, there is a barrier to parent involvement that we have to work harder to overcome.

Problem Statement 4: Our enrollment has decreased by 20% over the course of two years. **Root Cause:** Increase in K-8 elementary/middle schools in the district, increase in charter schools in the district, parents want their children to go to traditional co-ed schools.

Student Learning

Student Learning Summary

Young Women's Leadership Academy at Arnold performed poorly overall in both math and reading on the Spring 2022 STAAR administration. While our school's accountability rating is a B, if YWLA were a regular 6-8 grade campus with no high school, the campus would have received a D-rating based on our STAAR scores.

The reason that YWLA's accountability rating is a B, at 88 points is due largely to the CCMR and graduation rate of our high school, which are both 100%. These high school elements push our Student Achievement score up to an 85. Our School Progress score is good, with both elements of academic growth and relative performance among economically disadvantaged students receiving A and B scores. Our Closing the Gaps score was a C at 77, so there is room for growth there.

Currently, YWLA is focusing on making improvements to our 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 on increasing teacher capacity.

We utilize STAAR data and Star 360 Universal Screener results to provide additional instruction and interventions in the areas of Reading and Writing for students falling in the lowest 20% of performers on our campus.

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, Frontiers of Flight Museum field trips and outreach, Physics Camp, Southwest Airlines tour, iFly, and Girl Scout camps.

Other strengths include our students' academic growth and relative performance compared to similarly economically disadvantaged schools. Most of the students we get at incoming 6th graders are performing well below grade level in both reading and math. Our teachers are able to grow these students during their time here with us to a place where they can be successful in high school and ultimately, college.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Spring 2023 STAAR and MAP BOY screener data reveals that our students are behind in both math and reading, as well as social studies. This year we will focus on reading/writing skills across the disciplines. **Root Cause:** Persistent student learning gaps have contributed to the current state of math and reading achievement. These learning gaps can be contributed to various factors such as knowledge and skills gaps, frequent student absences or chronic illness, and limited parental involvement.

School Processes & Programs

School Processes & Programs Summary

YWLA has many programs and processes in place to increase student achievement.

Recruitment, hiring and development of highly qualified staff. All new teachers are supported in our first-year teacher mentorship program. New teachers and their mentors meet on a weekly basis for support, feedback, observation, etc.

Curriculum and Instruction Professional practices: The STEM Facilitator, Academic Facilitator, and the Deans of Instructional work jointly to reinforce instructional practices on campus that address students needs. Professional development is provided during daily PLCs and weekly faculty meetings.

Leadership team meets weekly to discuss campus events, leadership coverage, discipline issues, academics and testing, and to collaboratively solve campus issues/problems. Communication remains open with email and shared calendars used to facilitate events and occasions on campus.

Continuing the 2022-2023 school year, campus-wide initiatives will focus on coaching teachers to improve instructional strategies and using positive reinforcement House competitions to drive wanted behaviors and achievements.

School Processes & Programs Strengths

The development of teacher training during PLC to improve teacher capacity and student outcomes is research-based, rigorous, and regular. Teachers are provided with tools and strategies that they can utilize in their classrooms to immediate effect.

The implementation of the houses system, where teachers give house points to students for academic success, citizenship, and perfect attendance has had a noticeable and positive effect on our campus. Teachers can use points to reinforce desired behaviors and academic performance. Students are able to turn in their points to win a field trip each quarter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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.

Problem Statement 2 (Prioritized): Spring 2023 STAAR and MAP BOY screener data reveals that our students are behind in both math and reading, as well as social studies. This year we will focus on reading/writing skills across the disciplines. **Root Cause:** Persistent student learning gaps have contributed to the current state of math and reading achievement. These learning gaps can be contributed to various factors such as knowledge and skills gaps, frequent student absences or chronic illness, and limited parental involvement.

Perceptions

Perceptions Summary

Student Engagement: We engage students in a variety of clubs (Robotics, Digital Art, Green & Clean, S.O.A.R. Club, Kindness Crew, SkillsUSA, TAME, Girls Who Code, TSA, TAFE, Anime Club, DECA, Archery Club, English Club)

Mentoring programs: Handprints on Hearts, and other counseling programs.

Parent/Guardian Engagement: Parents engage with the campus at Meet the Teacher night, through the PTA, sports and fine arts performances, and community event nights. 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. We have to carefully weigh how much we want to push increased attendance while being mindful that Covid remains an issue and we do not want students to come to school while sick.

Perceptions Strengths

The High School at Young Women's Leadership Academy at Arnold was recently ranked by US World News & Report as the top 3.5% within the Nation and top 7% in Texas. As a school ranked #844 in the National Ranking and ranked 106th 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 7th 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 is a rigorous secondary school 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: We struggle to get parents involved in our campus. **Root Cause:** Lack of adequate outreach, there is a barrier to parent involvement that we have to work harder to overcome.

Problem Statement 2 (Prioritized): Spring 2023 STAAR and MAP BOY screener data reveals that our students are behind in both math and reading, as well as social studies. This year we will focus on reading/writing skills across the disciplines. **Root Cause:** Persistent student learning gaps have contributed to the current state of math and reading achievement. These learning gaps can be contributed to various factors such as knowledge and skills gaps, frequent student absences or chronic illness, and limited parental involvement.

Problem Statement 3: Our enrollment has decreased by 20% over the course of two years. **Root Cause:** Increase is K-8 elementary/middle schools in the district, increase in charter schools in the district, parents want their children to go to traditional co-ed schools.

Priority Problem Statements

Problem Statement 1: Spring 2023 STAAR and MAP BOY screener data reveals that our students are behind in both math and reading, as well as social studies. This year we will focus on reading/writing skills across the disciplines.

Root Cause 1: Persistent student learning gaps have contributed to the current state of math and reading achievement. These learning gaps can be contributed to various factors such as knowledge and skills gaps, frequent student absences or chronic illness, and limited parental involvement.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 14, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District 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>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: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<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. Additionally, we will utilize the progress monitoring tools to measure success. Entrance criteria for AI classes includes students who did not take or did not pass the previous year's STAAR exams. Exit criteria are passing this year's STAAR exams.</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: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: At the beginning, middle, and end of year, conduct NWEA MAP 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: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: As indicated by Renaissance Star 360 Data Analysis, select students who will be provided with Tier 2 RtI 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: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)

HB3 Goal

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
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: 4.1	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 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)

High Priority

HB3 Goal

Evaluation Data Sources: PLC rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, FAFSA/TASFA percentages, Programs of Study completion. Licenses and Certifications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Xello lessons led by the counselors and held in core classes. Counselors will provide additional support for Xello lesson in 6th grade 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: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage the services of a College Success 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: CSA, Principal and YWPN staff.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Build an AVID-focused campus climate/culture where teachers and students routinely and effectively utilize AVID strategies such as Focus Notes, time management skills, and Goal setting sheets. Highlight more teacher impact testimony about college experiences.</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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will track their data and set goals for improvement. Renaissance Star 360 assessments and quarterly exam data 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, Advisory Teachers</p> <p>Title I: 2.4</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>				





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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)

HB3 Goal

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
<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: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase Tier 2 intervention materials (eg. ALEKS, Imagine Reading) focused on fundamental math and 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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff to implement Capturing Kids Hearts, Process Champions strategies, and Advisory SEL 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: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Facilitate Handprints on Hearts and Kindness Crew to build relational capacity between students, staff, parents and improve school climate. Utilize more community mentors.</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 Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</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 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority

HB3 Goal

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

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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 district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Deans, Academic Facilitator and STEM Coach to lead PLCs for each 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Salary Personnel - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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,</p>	Formative			Summative
	Nov	Jan	Mar	June

district, and state assessments.

Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction


TEA Priorities:


Recruit, support, retain teachers and principals


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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.

High Priority

HB3 Goal

Evaluation Data Sources: retention data, recruitment data, staff survey data

Strategy 1 Details	Reviews			
<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: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: YWLA at Arnold will support new teachers with a one-year, 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: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	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. 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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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)

HB3 Goal

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

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (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)

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<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. Increase awareness of the CIC to obtain more parent and community involvement.</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 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: YWLA at Arnold will schedule in-person parent academic workshops that focus on providing basic computer skills, English, college prep and the benefits of attending YWLA high school, parent empowerment class, and health & nutrition.</p> <p>Strategy's Expected Result/Impact: Increase in parents attending the workshops.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: YWLA at Arnold will conduct 2 or more family/community nights.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement, higher attendance rates, and increase student scores.</p> <p>Staff Responsible for Monitoring: Academic Facilitator, STEM Coach, Dean of Instruction, Involved Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: YWLA at Arnold will conduct for returning 8th grade and high school parents family nights focused on ways to assist with post-secondary readiness and scholarships, college finances, applications, and acceptance.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement, higher attendance rates, increase student scores, and college acceptance.</p> <p>Staff Responsible for Monitoring: Counselors, College Bound Advisor (CBA)</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 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5)

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.

High Priority

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

Strategy 1 Details	Reviews			
<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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5)

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>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: YWLA will serve as an example on integrating Apple Apps to other schools in GPISD. Schools are encouraged to visit YWLA to see integration workflow.</p> <p>Strategy's Expected Result/Impact: Increased integration of Apple technologies across the district.</p> <p>Staff Responsible for Monitoring: IMS Sharon Thornton, current and former Apple Vanguard Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of YWLA will obtain Apple Teacher certificates.</p> <p>Strategy's Expected Result/Impact: Increased integration of Apple technologies in the classroom.</p> <p>Staff Responsible for Monitoring: IMS Sharon Thornton, teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

ESF Levers:

Level 1: Strong School Leadership and Planning, Level 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

Performance Objective 1: Young Women's Leadership Academy at Arnold will continue to ensure the safety and well-being of students, staff, and parents, and community members.

High Priority





Evaluation Data Sources: Incident reports. COVID-19 Reporting. BOE report format.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure student and staff safety through the use of COVID Protocols, Raptor, periodic fire and other emergency drills.</p> <p>Strategy's Expected Result/Impact: Student and staff safety</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Evaluation Data Sources: Incident attendance reports.


Strategy 1 Details	Reviews			
Strategy 1: Administration and staff trained in Raptor 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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)


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.


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>Strategy 1: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & 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 (at an information session) about the dangers of Dating Violence.</p> <p>Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing.</p> <p>Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services</p> <p>Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide counseling sessions for students to address social and emotional needs, bullying and violence.</p> <p>Strategy's Expected Result/Impact: Support of students with social and emotional needs.</p> <p>Staff Responsible for Monitoring: Counseling staff, Social Worker</p> <p>ESF Levers: Lever 3: Positive School Culture - 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>				

Campus Funding Summary

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