

Grand Prairie Independent School District

Florence Hill Elementary

2020-2021 Campus Improvement Plan



Mission Statement

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

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Goal 5: Safe and Orderly Environment: Florence Hill will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)	31
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Florence Hill Elementary is proud to serve the local community as a traditional school. We serve almost 600 students in grades PreK - 5th grade.

Florence Hill Elementary demographics include:

- Ethnic distribution is 40% Hispanic, 29% African American, 16% white/non-Hispanic, 14% Asian and less than 1% American Indian / Alaskan Native
- 56% of students are male and 44% are female
- 5% of students are identified as gifted and talented
- 61% of students are economically disadvantaged
- 15% of students are English Language Learners
- 55% of the students are at-risk
- 20% of the students are served under special education
- 8% of the students are identified as having a need to be served under 504 guidelines

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

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

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Writing curriculum does not meet the needs of the students. Writing scores do not reflect mastery of the content. **Root Cause:** Writing curriculum needs to be tailored to meet the needs of all learners.

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance is low at parent teacher conferences. **Root Cause:** Parents work during the day and are unable to take off to meet with teachers.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

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

Targeted or ESF High Priority







HB3 Goal

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

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Performance Objective 2: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.









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

<p>Strategy 1: Classroom teachers and inclusion teachers will participate in data review PLC meetings to review student progress in the areas of reading, math and science.</p> <p>Teachers will dialogue about the instructional planning cycle, how they will reteach low SEs and plan for tutoring during PLC time.</p> <p>Strategy's Expected Result/Impact: Students will note an increase in quarterly testing data.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 3: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)








Evaluation Data Sources: Enrollment data, GPISD assessment data







<p>Strategy 1: Continue to advertise PreK in GPISD on campus website, word of mouth with parents who come into the office, weekly written communication to parents and promoting the GPISD Experience.</p> <p>Strategy's Expected Result/Impact: increased enrollment for PreK students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Front office staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Daily attendance for students will increase by .5% overall for the academic year.</p> <p>Once class per grade level with the best average attendance will be recognized bi-weekly at the Pride Rally and earn a special treat - extra recess, popcorn party, etc.</p> <p>Students with perfect attendance will be recognized by a drawing at the end of each semester.</p> <p>Strategy's Expected Result/Impact: End of year PEIMS data will indicate an overall increase of .5% student attendance for the year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PEIMS clerk classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>Funding Sources: items for students to win at the semester drawing - 199 - General Fund - \$500</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 4: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

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







<p>Strategy 1: Teachers will implement developmentally appropriate activities to create and foster College and Career Readiness with all students.</p> <p>This includes students taking pictures of their current career choice and students being recognized at awards ceremonies for their current career choice.</p> <p>There are also days where students and staff are encouraged to wear college shirts.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of career paths.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	Reviews			
<p>Strategy 2: Students will utilize the Career Crusing online program.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of career paths.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
<p>Strategy 3: Our 3rd, 4th and 5th graders will present to PreK, K, 1st and 2nd graders in a Peer to Peer Career Fair in the fall semester.</p> <p>Strategy's Expected Result/Impact: Students will explore a variety of career options.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: All students will participate in a Career Fair in the spring semester where professionals come in and speak to students in their classrooms.</p> <p>Strategy's Expected Result/Impact: All students will be come more aware of the career choices that are available.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
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Performance Objective 5: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

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









<p>Strategy 1: Classroom teachers will implement interventions with students receiving T2 and T3 services.</p> <p>In order to support students at home, parents will be encouraged to have students participate in online practice via a program (ex - Education Galaxy, Think Through Math, RAZ Kids).</p> <p>Strategy's Expected Result/Impact: Students will grow based on benchmark data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
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Performance Objective 6: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation










<p>Strategy 1: Instructional interventions will be implemented during small group instruction in the classroom as well as in after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: Lesson plans will align to the TEKS.</p> <p>TTESS observations (both formal and informal) will show evidence of quality T1 instruction for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 2: Data meetings will be held every 9 weeks to assess student growth.</p> <p>A review of student attendance and academic performance will help identify students in need of intervention.</p> <p>Strategy's Expected Result/Impact: Students will show at least one year's growth on benchmark data.</p> <p>Attendance will be documented daily per grade level and displayed at the front entrance.</p> <p>Quarterly testing data will be displayed at the front entrance.</p> <p>All of this will positively impact student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Students identified as in need of T2 or T3 interventions will be served before, during and/or after school.</p> <p>Teachers will have access to specially designed curriculum.</p> <p>A certified teacher will work with struggling students both in and out of the classroom twice a week (retired teacher).</p> <p>Strategy's Expected Result/Impact: T2 and T3 students will demonstrate growth in the area they are working on.</p> <p>Overall growth will be demonstrated in quarterly assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: StemScopes curriculum - 211 - Title 1 - \$2,520</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Students who struggle to meet expectations will be invited to extended learning opportunities with highly qualified teachers. (Saturday School)</p> <p>Strategy's Expected Result/Impact: Struggling students will show overall gains in math, reading and science based on the quarterly assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 7: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.







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

<p>Strategy 1: 100% of all staff will implement Capturing Kids' Hearts.</p> <p>Strategy's Expected Result/Impact: All students will feel safe and welcomed at school, which will result in an increase in attendance and overall academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>Strategy 2: 100% of all staff will implement Stand For Kind and Start with Hello for bullying prevention.</p> <p>Strategy's Expected Result/Impact: Students will achieve academic success as their social emotional learning is addressed in a positive, safe and caring environment.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>Strategy 3: Students will participate in dress up days for Red Ribbon Week in October.</p> <p>This will bring about awareness in regards to drugs and alcohol.</p> <p>Strategy's Expected Result/Impact: Students will achieve academic success as their social emotional learning is addressed in a positive, safe and caring environment.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 8: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Sources: Attendance Reports.

<p>Strategy 1: Students who have an increase in tardiness or absences will meet with parents and administrator to put a written plan in place in order to increase their attendance.</p> <p>Strategy's Expected Result/Impact: Increasing student attendance will increase student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PEIMS clerk Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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	Nov	Jan	Mar	June
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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Performance Objective 9: Improve student engagement by offering students a choice of where they sit - each classroom will offer traditional seating a desk as well as an area rug. This is where whole group instruction can occur and students are able to be closer to the teacher.

Evaluation Data Sources: Informal data collected during walkthroughs

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

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







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

<p>Strategy 1: All teaching staff will be coached through a TTESS cycle by January 31, 2019.</p> <p>Strategy's Expected Result/Impact: Early intervention, feedback and coaching on instructional strategies will increase teacher effectiveness and student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All instructional paraprofessionals will be evaluated annually.</p> <p>Strategy's Expected Result/Impact: Paraprofessionals will receive feedback in order to improve and grow their instructional capacity in the classroom, positively affecting student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.







Evaluation Data Sources: retention data, recruitment data

<p>Strategy 1: Recruit, hire and retain effective teachers, campus administrators and other instructional leaders by using a panel for hiring.</p> <p>Strategy's Expected Result/Impact: Better teacher retention.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: All classroom teachers will meet weekly in PLC meetings led by the instructional coach.</p> <p>Strategy's Expected Result/Impact: Staff in weekly PLC meetings will work collaboratively to analyze data and plan for classroom instruction. Intentional planning will result in an increase in student achievement data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 4: Campus leadership will continue membership in a national and state level organization to further gain staff development opportunities.

Evaluation Data Sources: attending local meetings, student achievement data

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

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

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













<p>Strategy 1: Continue with Campus Improvement Meetings. Strategy's Expected Result/Impact: Input from the CIC will positively impact student academic achievement and social emotional well being. Staff Responsible for Monitoring: Principal CIC Members Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
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No Progress Accomplished Continue/Modify Discontinue				

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

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

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







<p>Strategy 1: The campus will host a Literacy Night family engagement activity during the fall semester to bring about an awareness of the importance of reading daily with children at home.</p> <p>Students and families will be engaged in a variety of hands on, interactive literacy based activities during the event and all students will leave the event with a book.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and feedback forms will indicate that a majority of families participated in the event and found it useful in helping their children at home.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: - 199 - General Fund - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will continue sharing instructional strategies with parents for home learning before each PTA meeting.</p> <p>Instructional strategies include: how to help children at home with reading, math and science.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and feedback forms will indicate that families find the information shared at PTA meetings useful and helpful in providing ideas to increase home learning activities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: The campus will host a math/science/wellness family engagement event during the fall semester to bring about awareness of strengthening math and science skills at home.</p> <p>Students and families will be engaged with a variety of hands on, interactive math and science activities during the event. All students will leave with resources to practice math skills at home.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and feedback forms will indicate that a majority of families participated in the event and found it useful in helping their children at home.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - General Fund - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Continue supporting All Pro Dads program to encourage male role models to become active participants in the success of all children.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents and positive male role models who participate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor PTA Members Front office staff</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Families will be provided with a 2019 year calendar featuring student art work and tips to help with home learning.</p> <p>Strategy's Expected Result/Impact: Parents will have the opportunity to be involved in activities for home learning for their children.</p> <p>Staff Responsible for Monitoring: Principal Counselor Art Teacher Instructional Coach</p> <p>Funding Sources: - 211 - Title 1 - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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









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

<p>Strategy 1: Parents will have monthly opportunities to be active participants in workshops focused on home learning activities.</p> <p>Strategy's Expected Result/Impact: Parents will have resources for home learning activities for their children.</p> <p>Staff Responsible for Monitoring: Principal Counselor Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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







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

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

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

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







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

<p>Strategy 1: Classroom teachers will utilize data from Kurzweill, FastForward and other online programs to inform instruction.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate an increase in academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: Florence Hill will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

Evaluation Data Sources: Incident reports. BOE report format.

<p>Strategy 1: Students will participate in lessons, activities, and programs to address bullying, anti-violence, drug prevention and general safety awareness.</p> <p>Strategy's Expected Result/Impact: Promote bullying prevention and increase acts of kindness, resulting in an overall increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: Florence Hill will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Sources: Incident reports.

<p>Strategy 1: Continue the use of anonymous bully reporting system for students and parents. Strategy's Expected Result/Impact: Promote kindness and sense of safety while students are at school. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom teachers Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Safety drill procedures are reviewed weekly with students and drills are conducted in accordance with GPISD expectations. Strategy's Expected Result/Impact: Safety drills are conducted in accordance with GPISD policy. Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	items for students to win at the semester drawing		\$500.00
3	2	1			\$500.00
3	2	3			\$500.00
Sub-Total					\$1,500.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	StemScopes curriculum		\$2,520.00
3	2	5			\$1,200.00
4	1	1			\$2,520.00
Sub-Total					\$6,240.00
Grand Total					\$7,740.00

Addendums