

Grand Prairie Independent School District

Adams Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of the Digital Arts & Technology Academy at John Adams Middle School is to provide a diverse, well-rounded education for the 21st century learner interested in digital arts and technology applicable to real-life experiences.

Vision

Students at the Digital Arts & Technology Academy at John Adams Middle School will experience a rich and diverse curriculum integrating digital arts and technology. They will become collaborative, creative, communicative, and critical thinkers; paving the way for real life experiences, post-secondary opportunities, and career success

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Goal 3: 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)	28
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic distribution is 60.6% Hispanic, 26.5% African American, 10.5% White, .1% American Indian, .4% Asian, Two or more races 1.6%, and .1% Pacific Islander.

At-risk data shows Limited English Proficiency (LEP) as the top category with 226 student designations. At-risk data shows 151 Instrument Test (STAAR) failure designations with many double designations with LEP. At-risk data shows 48 students previously retained, 55 homeless and 41 previously referred to Alternative Education program.

Adams is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school, improved instruction and student achievement in the areas of ESL and special education. Adams is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds.

Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the DIP formative review. Particularly Title I Schoolwide Program campuses will include improvements in this area of comprehensive planning.

Improvements will include, program planning and budgeting for services to at-risk students and documented connections of expenditures to planned services.

Planning and budgeting: The budgeting process for 2017-2018 will include process documentation for description, structure and intent of fund utilization. Also, a plan to implemented a school of choice in digital arts and technology.

Expenditures and Services: The 2017-2018 school year will include an improvement strategy in the DIP requiring all purchase orders, regardless of funding, reference a particular strategy or strategies from the CIP. This requirement will be noted in revised documents. Adams MS will improve RTI procedures through attendance, behavior, and academics. Intervention programs will be used to provide added support to all students and decrease the number of failures. Adams MS will also change the cluture with the implementation of Capturing Kids Hearts, and AVID.

Demographics Strengths

There was a low retention rate this school year allowing for students and teachers to be familiar with the school climate and culture. Student demographics is the same from 2016 - 2017 to 2017 - 2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate in 2017-18 was 95% which was 1% below the distinction level. **Root Cause:** There is a large mobility rate, causing attendance concerns through out the year.

Student Academic Achievement

Student Academic Achievement Summary

The Digital Arts and Technology Academy at John Adams MS met standard 2015-18 school year. Overall student data consisted of Index I at 61%, Index II at 31%, Index III at 32% and Index IV at 20%. Also, receiving a distinction in Social Studies in 2017 and in Student Growth 2016-17. DATA @ Adams MS has received a state distinction three years in a row. According to system safeguard, AA subpopulation did not meet minimum standard on Math, Writing, Science, and Social Studies, Hispanic did not meet minimum standard on Writing and Social Studies, Special Education did not meet minimum standard on Reading and Math, Economically Disadvantaged did not meet minimum standard on Writing and Social Studies, and ELL did not meet minimum standards in Writing and Social Studies.

Student Academic Achievement Strengths

The Digital Arts and Technology Academy @ John Adams MS has met standard four years in a row, as well receiving a distinction from the state of Texas in 3 of 4 years. Special education and ELL index I increased during the 2016-17 school year and Index III and IV remain in the top of the comparison groups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. **Root Cause:** Reading levels are two or more grades below the reading level.

Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. **Root Cause:** Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.

Problem Statement 3: The campus over three years met standard between 60 - 62%. **Root Cause:** Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Problem Statement 4: ELA and Math were at 45mins periods in 2016/17 **Root Cause:** Teachers were not using the 90mins period effectively.

Problem Statement 5: Did not increase each content area by 10% on the STAAR assessment. **Root Cause:** Students were in a 45mins course and did not receive enough development or practice (guided or independent)

School Processes & Programs

School Processes & Programs Summary

Current training records show full attendance and positive feedback from participants at both district training sessions and campus based sessions. Course offerings have addressed all sections of the DIP and CIP. Professional development and training sessions have been expanded to include necessary preparation for the success of new teachers and growth for our veteran teachers. Teachers have participated in PLC, PBL, ESL, SIOP, Differentiation, Classroom Management, Advanced Academics, FastForward, Achieve3000, and TAP trainings.

Professional learning communities includes all Career (core and inclusion) teachers and Master and Mentor teachers as well as administrators. During PLCs, teachers work together in collaboration to build engaging, aligned and student centered lessons to drive student achievement. Each department has a team leader and each core, or grade level team has a PLC facilitator. Both set of leaders meet weekly to address concerns, communicate needs and align our school vision and focus. Department leaders (Mentor Teachers) work with any new teachers on their team to mentor or assign a mentor as needed.

Once a week, new teachers meet with Master Teachers to focus one aspect of the TAP/5 E Instructional program at Adams. This helps keep the new teachers focused on what is at hand and fosters another channel of communication among members.

The Digital Arts and Technology Academy at Adams Middle School (AMS) participates in the Rachel's Challenge program for continuous support of campus efforts to end bullying and provide an environment conducive to teaching and learning. Capturing Kids Hearts is a supplement for classroom behavior and relational capacity. AMS is implementing tutorials with transportation every Monday, Tuesday and Thursday to help students monitor their own academic progress and to dive into deep intervention and acceleration. Letters will be sent out to invite specific, targeted students.

STAAR is closely tied to core curriculum. We have supplemental instructional resources for teachers to support students during tutorials. Various sources of data will be used to evaluate the impact of lesson planning and delivery and its effect on student achievements. Daily PLC's will focus on effective lesson planning and identifying the learning components that will support academic success of the targeted SE. General Ed and Inclusion teachers will have a scheduled time for co-planning throughout the week to ensure that the special population IEP's are being met.

The needs assessment process identified the need for improvements in use of progress monitoring data. The data review process consists of short student assessments at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Administrators, Master, Mentor and Career teachers review the data for performance adjustments necessary to ensure student success. RTI will track data on individual students by teacher. TLT will lead data conversations on a monthly basis with teachers.

School Processes & Programs Strengths

The Digital Arts and Technology Academy at Adams Middle School utilizes the TAP Program from NIET to train and support teachers using a coaching

model for individualized teacher growth. Cluster is held weekly to provide training in areas of need. The implementation of TAP has led to academic growth for students and professional growth for teachers. The campus also received one distinction on the TEA Accountability ratings as a result of the TAP program and focused leadership. When teachers grow, student achievement increases.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 70% of teachers have attended unpacking SE training. **Root Cause:** New staff members hired and will need to attend training.

Problem Statement 2: Only 42% of teachers completed staff survey. **Root Cause:** Administration did not offer incentives for the completion of the training.

Problem Statement 3: ELA and Math were at 45mins periods in 2016/17 **Root Cause:** Too many students did not receive an elective during the day.

Problem Statement 4: Students needed increased instructional time; 45mins to 90mins. **Root Cause:** Students did not have enough development and guided instruction to effectively monitor understanding.

Perceptions

Perceptions Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary, parent surveys will be used throughout the year. Current parent involvement efforts were reviewed. Improvement efforts will be the focus for encouraging increased parent involvement. Updating strategies must reflect efforts to improve communication with parents regarding opportunities to participate as well as trying to tie home learning opportunities to student assessment results.

Feedback from parents districtwide showed concerns about the effectiveness of parent meetings and sessions to address student academic needs. Offer a minimum of 5 academic parent sessions, focused on student expectation and homework assistance.

After reviewing current parent involvement, there is an immediate need for parent participation and expanded services.

Context and Organization for DATA at Adams includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required decision making process and proper documentation of these efforts.

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential software applications for accelerated learning.

Perceptions Strengths

DATA at Adams MS has re-established a PTA and has created a CIC that continues to be aligned to the school goal. The vision of the campus is on track to completion for the 2018-19 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 100% of staff are not certified in CKH **Root Cause:** New teachers were hired after CKH training.

Problem Statement 2: Have 50% of parents complete an attitude survey. **Root Cause:** Did not have a survey and this will be the first survey created.

Problem Statement 3: Have 80% of students complete an attitude survey. **Root Cause:** Did not have a survey for students to complete.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Goals

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Provide family and community information about 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 Source(s) 1: Enrollment data, GPISD assessment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) The Digital Arts and Technology Academy at Adams MS will continue Progress Monitoring for each student utilizing baseline assessment through benchmarks, instructional software, Academic Academies, Push-in/Pull-outs, and intervention strategies.</p>	2.4, 2.5, 2.6	Principal, Dean, Assistant Principals, Master Teachers, and Teachers	Increase in student achievement in all indicators.				
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 211 - Title 1 - 0.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. **Root Cause 1:** Reading levels are two or more grades below the reading level.

Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. **Root Cause 2:** Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.

Problem Statement 3: The campus over three years met standard between 60 - 62%. **Root Cause 3:** Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Implement College/Career Ready Initiatives with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and work-based learning opportunities. (ESSA requirement)

Evaluation Data Source(s) 2: College acceptance, AP course data, completion rates,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Use the AVID strategies with fidelity and utilize the school counselor team to implement career and college days, increase awareness of post secondary education, students create a digital portfolio and college and career advisors.</p>	2.4, 2.6	Principal, Dean, AVID coordinator, Counselors	Increase awareness of college and career readiness.				
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 211 - Title 1 - 0.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.
Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.
Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Source(s) 3: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase awareness with parents concerning student attendance and implement credit recovery courses.</p>	3.1, 3.2	Principal, Dean	Decrease dropout rate				
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 211 - Title 1 - 0.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.</p>
<p>Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.</p>
<p>Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.</p>

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective interventions for all students in all subject areas.

Evaluation Data Source(s) 4: PLC rosters, training agendas, intervention documentation, tutoring records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Embed in the master schedule PLC and Cluster to allow teachers to collaborate and receive weekly professional development through cluster.</p>	2.4, 2.6	Principal, Dean, Assistant Principal, Master Teacher	Increase instructional delivery, and student achievement				
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.
Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.
Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Migrant and at risk)

Evaluation Data Source(s) 5: tutoring records, prescriptive interventions cocumentation

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.	3.1, 3.2	GPISD Migrant Recruiter	GPISD Roster of Migrant students Region 10 ESC service record				
Problem Statements: Demographics 1 Funding Sources: 212- Title I-C Migrant - 100.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Attendance rate is in 2017-18 was 95% which was 1% below the distinction level. Root Cause 1: There is a large mobility rate, causing attendance concerns through out the year.

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment.

Evaluation Data Source(s) 6: program documentation (Rachel's Challenge), student/teacher feedback

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Implement Capturing Kids Heart's across campus. CKH will be visible in staff meetings, department meetings, Clusters, PLC, and classrooms.</p>	2.4, 2.5, 2.6	Principal, Dean, Assistant Principals, Master Teachers and Teachers	Increase student achievement through building positive relationships.				
<p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.
Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.
Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Hire an academic facilitator; primary focus to work with fluency, comprehension, and strategies to assist students in English Language Arts and Reading.

Evaluation Data Source(s) 7: RTI, Evaluations

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Monitor the progress of students assigned to the academic facilitator to determine growth.	2.4, 2.5, 2.6	Dean, Academic Facilitator	Closing the achievement gap and increasing reading levels.				
Funding Sources: 211 - Title 1 - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 8: Implement TAP with fidelity across each core and extracurricular subject.

Evaluation Data Source(s) 8: Evaluations (campus and district level), TAP Rubric, test scores (Quarter and STATE)

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Monitor Cluster, PLC, walk-throughs, and evaluation through the Instructional Leadership Team or TAP Leadership Team.	2.4, 2.5, 2.6	Principal, Dean, Assistant Principal, Master Teacher	Enhance teacher instructional deliver and strategies to increase student achievement.				
Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.
Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.
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Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 9: 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 Source(s) 9: Enrollment in PreK programs at Elementary campuses.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Advertise PreK Programs and enrollment activities for the district.	3.1, 3.2	Secretary and principal	Increased PreK enrollment for the feeder pattern.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							




Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 10: Special Education students will have access to all general education materials and resources.

Evaluation Data Source(s) 10: Individual Education Plan, Admission Review and Dismissal Meetings

Summative Evaluation 10: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) GC will have access to all general education materials/resources.</p> <p>GC paras will be trained in expectations and instructional strategies.</p> <p>GC teams will be trained on highly-tested process stands from STAAR and then periodically share with icoaches/Dean and/or Admin/Dept Admin how their instruction demonstrates those standards.</p> <p>GC teachers will identify 2-3 formative assessments they will use regularly as a part of their instruction.</p> <p>GC teachers will periodically share with icoaches/deans the efficacy of those formative assessments and how they plan to use that data to plan for upcoming instruction.</p> <p>GC teachers will share periodically with paras the formative assessments of focus and provide training to their team as needed.</p> <p>GC teachers will periodically share with iCoaches/Dean and Dept. Admin their progress with curriculum pacing and efforts to bundle SE's as needed.</p> <p>GC teachers will be trained on the four essential PLC questions so that their planning time is directed and addresses the following standards to be taught, how students will be assessed, interventions, and enrichment/lesson extension for students that have reached mastery with the lesson</p>	<p>2.4, 2.5</p>	<p>GPISD Special Services, Principal, Dean, Master Teachers, Inclusion Teachers, and Classroom teacher</p>	<p>Student Achievement</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue








Goal 1: 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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 11: Provide high quality strategic focus on STATE Assessment Data for students in special programs.

Evaluation Data Source(s) 11: Quarter Assessments

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) GC Teachers will review the reporting categories from the respective STAAR Snapshots and have an enhanced focus on the reporting categories that comprise the largest portions of the tested curriculum - targeted, strategic instruction.</p> <p>GC teachers will have a planning meeting with paras on a weekly basis.</p> <p>Special programs PLC for General Education Curriculum (how to follow general education expectations while integrating specially designed instruction, effectively utilizing paras, balancing multiple grade levels, SDI, etc.)</p> <p>GC teachers will used STAR Renaissance data to effectively identify students weaknesses.</p> <p>Ensure Kurzweil, Nearpod, Think-Through Math, IXL Math, Flocabulary, Study Island, Achieve 3000 is used to assist students when needed.</p>	<p>2.4, 2.5, 2.6</p>	<p>GPISD Special Services, Principal, Dean, Assistant Principals, Inclusion Teachers, and Classroom Teachers</p>	<p>Student Achievement</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Qualified and highly effective personnel 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, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (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 Source(s) 1: classroom walkthrough data, teacher evaluation system data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 1) Send teachers and administrators to various instructional professional development focused to increase student achievement and teacher instruction.	2.4, 2.5, 2.6	Principal, Dean	Increase student achievement and teacher effectiveness				
Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 - Title 1 - 20000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.

Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. **Root Cause 2:** Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.

Problem Statement 3: The campus over three years met standard between 60 - 62%. **Root Cause 3:** Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Staff Quality, Recruitment, and Retention

Problem Statement 1: 70% of teachers have attended unpacking SE training. **Root Cause 1:** New staff members hired and will need to attend training.

Problem Statement 2: Only 42% of teachers completed staff survey. **Root Cause 2:** Administration did not offer incentives for the completion of the training.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students needed increased instructional time; 45mins to 90mins. **Root Cause 2:** Students did not have enough development and guided instruction to effectively monitor understanding.

Goal 2: Qualified and highly effective personnel 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, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

Evaluation Data Source(s) 2: retention data, recruitment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 1) Monitor the school of choice focused on digital arts and technology and using the TAP program to improve teacher effectiveness.	2.4, 2.5, 2.6						
Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 - Title 1 - 1500000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 57% of African American students met standard compared to 62% Hispanic and 66% White students. Root Cause 1: Reading levels are two or more grades below the reading level.
Problem Statement 2: 21% of special education students met standard compared to 61% of students campus wide. Root Cause 2: Students were in a 45mins class and did not receive the extra time need for check for understanding and interventions.
Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 70% of teachers have attended unpacking SE training. Root Cause 1: New staff members hired and will need to attend training.
Problem Statement 2: Only 42% of teachers completed staff survey. Root Cause 2: Administration did not offer incentives for the completion of the training.

Curriculum, Instruction, and Assessment

Problem Statement 1: ELA and Math were at 45mins periods in 2016/17 **Root Cause 1:** Too many students did not receive an elective during the day.

Problem Statement 2: Students needed increased instructional time; 45mins to 90mins. **Root Cause 2:** Students did not have enough development and guided instruction to effectively monitor understanding.

Goal 2: Qualified and highly effective personnel 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, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (TEA Strategic Priority 1)

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 Source(s) 3: PLC feedback, lesson plans, student achievement data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Utilize PLC, data meetings, and cluster to meet with teachers and discuss student data. Also, teachers will create individual growth plans and adjust their plans through out the year.</p>	2.4, 2.5, 2.6	Principal, Dean, Assistant Principal, and Master Teachers	Increase student achievement through the use of effective strategies.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2</p> <p>Funding Sources: 199 - SCE - 5000.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: 70% of teachers have attended unpacking SE training. Root Cause 1: New staff members hired and will need to attend training.
Problem Statement 2: Only 42% of teachers completed staff survey. Root Cause 2: Administration did not offer incentives for the completion of the training.

Goal 3: 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

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

Evaluation Data Source(s) 1: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Conduct annual CIP meetings	2.4, 2.5, 2.6	Principal, Assistant Principal	Improve the overall campus.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

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

Evaluation Data Source(s) 2: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) The principal will have meetings with parents throughout the year.	2.4, 3.1, 3.2	Principal, Parent Liaison	Increase parent involvement				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Teachers conduct curriculum nights for parents and students.	2.4, 2.5, 2.6	Master Teachers, Teachers	Increase student and parent engagement				
Funding Sources: 199 - General Fund - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

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

Evaluation Data Source(s) 3: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 1) Have academic academies through out the year to focus on skills needed for student success and conduct parent teacher conferences once in the Fall and once in the Spring.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Dean, Assistant Principal, Master Teacher	Increase student achievement and community awareness.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - General Fund - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: The campus over three years met standard between 60 - 62%. Root Cause 3: Administrative changes, discipline, and class times, and lack of intense interventions fluctuated from 45mins to 90 between the three years.

Goal 4: 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. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

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 Source(s) 1: Campus inventory, purchase orders, usage data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Complete a needs assessment on all technology and make improvements or additions where needed.	3.1	Principal, Technology					
Funding Sources: 211 - Title 1 - 30000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: 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. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

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 Source(s) 2: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Monitor the digital labs to ensure equipment is up to date and meet our students need in the digital arts and technology pathways.</p>	2.6	Deputy Superintendent, Area Superintendent, Principal, Redesign Grant Manager	Increase student engagement and student achievement.				
Funding Sources: 211 - Title 1 - 1500000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: 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. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

Performance Objective 3: Create a Digital Arts and Technology Academy School of Choice

Evaluation Data Source(s) 3: Community Presentations, Execution of grant funds, program manager

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 1) Create an entry plan with the implementation of DATA.	2.4, 2.5, 2.6	Principal, Program Manager	Increase enrollment, increase in student achievement				
Funding Sources: 211 - Title 1 - 1500000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data.

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 Source(s) 1: Incident reports. BOE report format.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Implement organizational processes to ensure student and staff safety.	2.4, 2.5, 2.6	Principal	Decrease referrals, increase use of CKH strategies, Create campus ambassadors				
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 5000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: 100% of staff are not certified in CKH Root Cause 1: New teachers were hired after CKH training.

Goal 5: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data.

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety.

Evaluation Data Source(s) 2: Incident reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Create and use with fidelity the code of conduct and communicate with students, staff and parents the framework.</p>	2.4, 2.5, 2.6	Principal, Dean, Assistant Principals	Increase awareness of the framework				
Funding Sources: 199 - General Fund - 5000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data.

Performance Objective 3: Establish a campus behavior coordinator in accordance to TEC and TAC.

Evaluation Data Source(s) 3: Discipline data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 6 1) Assign a campus administrator to become the behavior coordinator	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Monitor behavior and action plans to address common trends				
Funding Sources: 199 - General Fund - 5000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The Digital Arts and Technology Academy at Adams MS will continue Progress Monitoring for each student utilizing baseline assessment through benchmarks, instructional software, Academic Academies, Push-in/Pull-outs, and intervention strategies.
1	7	1	Monitor the progress of students assigned to the academic facilitator to determine growth.
1	8	1	Monitor Cluster, PLC, walk-throughs, and evaluation through the Instructional Leadership Team or TAP Leadership Team.
1	10	1	GC will have access to all general education materials/resources. GC paras will be trained in expectations and instructional strategies. GC teams will be trained on highly-tested process stands from STAAR and then periodically share with icoaches/Dean and/or Admin/Dept Admin how their instruction demonstrates those standards. GC teachers will identify 2-3 formative assessments they will use regularly as a part of their instruction. GC teachers will periodically share with icoaches/deans the efficacy of those formative assessments and how they plan to use that data to plan for upcoming instruction. GC teachers will share periodically with paras the formative assessments of focus and provide training to their team as needed. GC teachers will periodically share with iCoaches/Dean and Dept. Admin their progress with curriculum pacing and efforts to bundle SE's as needed. GC teachers will be trained on the four essential PLC questions so that their planning time is directed and addresses the following standards to be taught, how students will be assessed, interventions, and enrichment/lesson extension for students that have reached mastery with the lesson
1	11	1	GC Teachers will review the reporting categories from the respective STAAR Snapshots and have an enhanced focus on the reporting categories that comprise the largest portions of the tested curriculum - targeted, strategic instruction. GC teachers will have a planning meeting with paras on a weekly basis. Special programs PLC for General Education Curriculum (how to follow general education expectations while integrating specially designed instruction, effectively utilizing paras, balancing multiple grade levels, SDI, etc.) GC teachers will used STAR Renaissance data to effectively identify students weaknesses. Ensure Kurzweil, Nearpod, Think-Through Math, IXL Math, Flocabulary, Study Island, Achieve 3000 is used to assist students when needed.
2	1	1	Send teachers and administrators to various instructional professional development focused to increase student achievement and teacher instruction.
2	2	1	Monitor the school of choice focused on digital arts and technology and using the TAP program to improve teacher effectiveness.
2	3	1	Utilize PLC, data meetings, and cluster to meet with teachers and discuss student data. Also, teachers will create individual growth plans and adjust their plans through out the year.
4	3	1	Create an entry plan with the implementation of DATA.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	3	1	Increase awareness with parents concerning student attendance and implement credit recovery courses.
1	4	1	Embed in the master schedule PLC and Cluster to allow teachers to collaborate and receive weekly professional development through cluster.
1	10	1	GC will have access to all general education materials/resources. GC paras will be trained in expectations and instructional strategies. GC teams will be trained on highly-tested process stands from STAAR and then periodically share with iCoaches/Dean and/or Admin/Dept Admin how their instruction demonstrates those standards. GC teachers will identify 2-3 formative assessments they will use regularly as a part of their instruction. GC teachers will periodically share with iCoaches/deans the efficacy of those formative assessments and how they plan to use that data to plan for upcoming instruction. GC teachers will share periodically with paras the formative assessments of focus and provide training to their team as needed. GC teachers will periodically share with iCoaches/Dean and Dept. Admin their progress with curriculum pacing and efforts to bundle SE's as needed. GC teachers will be trained on the four essential PLC questions so that their planning time is directed and addresses the following standards to be taught, how students will be assessed, interventions, and enrichment/lesson extension for students that have reached mastery with the lesson
1	11	1	GC Teachers will review the reporting categories from the respective STAAR Snapshots and have an enhanced focus on the reporting categories that comprise the largest portions of the tested curriculum - targeted, strategic instruction. GC teachers will have a planning meeting with paras on a weekly basis. Special programs PLC for General Education Curriculum (how to follow general education expectations while integrating specially designed instruction, effectively utilizing paras, balancing multiple grade levels, SDI, etc.) GC teachers will used STAR Renaissance data to effectively identify students weaknesses. Ensure Kurzweil, Nearpod, Think-Through Math, IXL Math, Flocabulary, Study Island, Achieve 3000 is used to assist students when needed.

State Compensatory

Personnel for Adams Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crawford, Terry L.	Dyslexia Teacher		1
Jones, Sonja Renee	Teacher		1
Lee, Phyllis K	Aide		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	6	1			\$0.00
1	8	1			\$0.00
3	2	2			\$1,000.00
3	3	1			\$1,000.00
5	1	1			\$5,000.00
5	2	1			\$5,000.00
5	3	1			\$5,000.00
Sub-Total					\$17,000.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,000.00
Sub-Total					\$5,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	7	1			\$0.00
2	1	1			\$20,000.00
2	2	1			\$1,500,000.00
4	1	1			\$30,000.00
4	2	1			\$1,500,000.00
4	3	1			\$1,500,000.00

Sub-Total					\$4,550,000.00
212- Title I-C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	student supplies		\$100.00
Sub-Total					\$100.00
Grand Total					\$4,572,100.00

Addendums

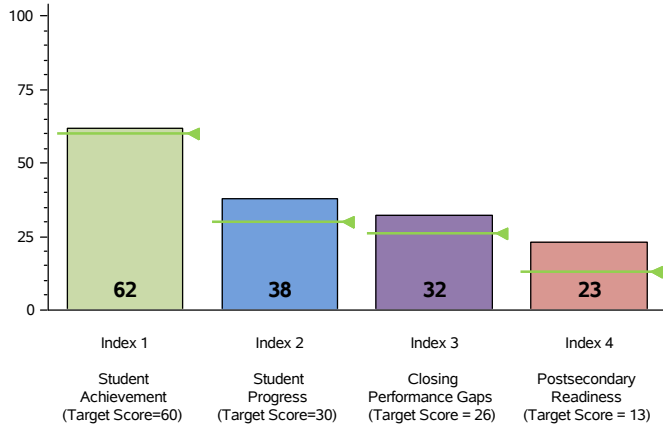
**Texas Education Agency
2015-16 School Report Card
JOHN ADAMS MIDDLE (057910041)**

District Name: **GRAND PRAIRIE ISD**
Campus Type: **Middle School**

Total Students: **668**
Grade Span: **06 - 08**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2014-15)	95.3%	95.3%	95.7%
Enrollment by Race/Ethnicity			
African American	26.5%	18.2%	12.6%
Hispanic	60.6%	64.3%	52.2%
White	10.5%	12.1%	28.5%
American Indian	0.1%	0.4%	0.4%
Asian	0.4%	3.1%	4.0%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	1.6%	1.7%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	87.3%	73.3%	59.0%
English Language Learners	28.1%	28.1%	18.5%
Special Education	8.2%	8.7%	8.6%
Mobility Rate (2014-15)	21.5%	18.0%	16.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	13.5	16.7	20.4
Secondary			
English/Language Arts	11.3	15.7	17.1
Foreign Languages	11.7	20.0	19.1
Mathematics	16.2	17.9	18.1
Science	17.5	18.6	19.1
Social Studies	21.5	19.3	19.5

School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	64.5%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	65.3%	63.8%	Total Operating Expenditures	\$7,641	\$9,139	\$9,065
				Instruction	\$5,101	\$5,202	\$5,158
				Instructional Leadership	\$87	\$132	\$138
				School Leadership	\$857	\$580	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	72%	62%	54%	63%	71%	75%	100%	*	64%	61%
Reading	2016	73%	69%	63%	56%	63%	79%	*	*	*	63%	62%
Mathematics	2016	76%	75%	67%	56%	68%	82%	*	*	*	56%	65%
Writing	2016	69%	62%	48%	43%	52%	35%	-	-	-	*	48%
Science	2016	79%	79%	69%	60%	72%	71%	*	*	-	*	67%
Social Studies	2016	77%	78%	53%	46%	53%	54%	*	*	-	100%	53%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	41%	22%	15%	24%	32%	*	*	*	*	21%
Reading	2016	46%	40%	27%	19%	27%	40%	*	*	*	*	26%
Mathematics	2016	43%	41%	29%	19%	32%	39%	*	*	*	*	27%
Writing	2016	41%	31%	14%	*	16%	*	-	-	-	*	13%
Science	2016	47%	45%	30%	26%	32%	29%	*	*	-	*	30%
Social Studies	2016	47%	49%	17%	12%	19%	*	*	*	-	*	17%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	15%	7%	5%	8%	10%	*	*	*	*	7%
Reading	2016	17%	13%	9%	8%	9%	11%	*	*	*	*	9%
Mathematics	2016	19%	17%	8%	3%	9%	9%	*	*	*	*	7%
Writing	2016	15%	10%	*	*	*	*	-	-	-	*	*
Science	2016	16%	14%	10%	*	10%	*	*	*	-	*	10%
Social Studies	2016	22%	22%	6%	*	5%	*	*	*	-	*	5%
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	62%	62%	59%	63%	70%	*	*	*	*	61%
Reading	2016	60%	59%	61%	59%	62%	67%	*	*	*	*	61%
Mathematics	2016	63%	64%	63%	59%	63%	73%	*	*	*	*	61%
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	17%	16%	15%	16%	19%	*	*	*	*	16%
Reading	2016	16%	16%	20%	18%	20%	27%	*	*	*	*	20%
Mathematics	2016	17%	18%	12%	11%	12%	12%	*	*	*	*	11%
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	35%	34%	29%	33%	54%	*	-	-	*	32%

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6												
Reading	2016	11%	17%	*	*	*	-	-	-	-	-	*
Grade 8												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	80%	79%	71%	68%	69%	85%	*	-	-	100%	71%
Mathematics	2016	71%	73%	64%	57%	66%	63%	*	*	-	*	64%
Students Requiring Accelerated Instruction												
Reading	2016	20%	21%	29%	32%	31%	*	*	-	-	*	29%
Mathematics	2016	29%	27%	36%	43%	34%	37%	*	*	-	*	36%
STAAR Cumulative Met Standard												
Reading	2016	86%	87%	81%	75%	79%	95%	*	-	-	100%	79%
Mathematics	2016	81%	83%	80%	71%	84%	80%	*	*	-	*	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	97%	69%	*	-	*	-	-	-	-	-	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 8												
Reading	2016	44%	*	*	-	*	-	-	-	-	-	-

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2014-15	2.1%	2.3%	*	-	*	-	-	-	-	-	*
2013-14	2.2%	1.8%	-	-	-	-	-	-	-	-	-

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

** Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

CAMPUS IMPROVEMENT PLAN SUMMATIVE REVIEW/EVALUATION

SCHOOL YEAR: 2017-2018: COMPLETION DATE – JUNE 5, 2018

Campus: Adams MS

Principal: Darwert E. Johnson

Area Reviewed	Data Sources Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	PEIMS data Texas Academic Performance Report Skyward Edugence	<ul style="list-style-type: none"> Ethnic breakdowns are consistent with the previous year. At-Risk numbers and categories are consistent ESL and SPED populations implemented Co-Teach model. 	<ul style="list-style-type: none"> Increase SPED population Accomplished on STAAR Ensure IEP's and 504 plans accommodations are aligned with the success of each individual student Create an intervention schedule to target the need of the student Build relationships Create a PTSA 	<ul style="list-style-type: none"> Manipulatives Technology Inclusion support Personnel
Student Achievement	STAAR data and Benchmark Data Texas Academic Performance Report Skyward Edugence ERG 3/6/9 week assessments RTI	<ul style="list-style-type: none"> Campus wide intervention program Targeted tutoring PLC Cluster Meetings Embedded PD Algebra I and English I 100% Level II 	<ul style="list-style-type: none"> Q3 7th grade math Q2 to Q3 better growth Tutoring attendance Implementing TAP through TAP Leadership Team Meetings with more fidelity. Meetings, cluster, walk-through, data collection and review, field strategies prior to implementation across campus and tracking and trending data of the individual student will be implemented. Using advisory classes to go over student data (with students), and encourage grade level curriculum competitions Academic parent nights and activities Progress Monitoring 	<ul style="list-style-type: none"> Extra duty pay for after hour tutorials Student Incentives Personnel General Supplies Technology Competitive events Professional Development TAP

			<ul style="list-style-type: none"> • Intentional writing across content • Increased focus on 8th grade Social Studies and Science • Understanding the depth and complexity of the TEKS • Balanced RTI process 	
School Culture and Climate	<p>Campus Survey Student Council NJHS BPA PBIS</p>	<ul style="list-style-type: none"> • Weekly Newsletter • Panther Shout Out • Friday Incentives • Opportunity for Growth • Student of the Month • Principal Pride • Awards for attendance, A, A/B honor roll, STAAR • Mentor Programs 	<ul style="list-style-type: none"> • Monitor attendance and discipline reports • Grow teachers for leadership positions • Capturing Kids Heart Training • Incentive Student Attendance 	<ul style="list-style-type: none"> • Social Awareness • Relational Capacity Building • Monthly Celebrations • Student Orientation • Parent Orientation • Master Schedule
Staff Quality/ Professional Development	<p>Eduphoria records GPISD PD Region 10 LSI Area, Regional, State and Out of State PD TAP</p>	<ul style="list-style-type: none"> • Campus Based PD • TAP and Cluster Meetings • Kilgo Training (unpacking TEKS) • Teacher Reflections • Data Reflections • CoTeach and Inclusion 	<ul style="list-style-type: none"> • More teacher feedback • Teacher attendance documentation • Master and Mentor teacher support • Understanding TEKS and SEs 	<ul style="list-style-type: none"> • Curriculum Training • TxCee Training
Curriculum, Instruction, Assessment	<p>TAP Evaluation Student Work Lesson Frames PLC Cluster Data Walks Edugence 9 Week Assessments STAAR RTI Interventions SSI</p>	<ul style="list-style-type: none"> • CoTeach • AP Training • Data Review each 9 weeks • Spiral into future lessons • Use Data to drive instruction • PLC • Cluster • Faculty Meetings • Use district strategist • Saturday collaborative planning • Universal Screeners • 5E Model 	<ul style="list-style-type: none"> • Saturday Planning • Universal Screeners Full Year • Effective PLC time • Equal Time for all content 	<ul style="list-style-type: none"> • TAP 101 • Professional Development • District Trainings • Substitutes • Saturday Planning

Family and Community Involvement	Volunteer records PTSA Meeting Community Events Counselor Group/Family Meetings Friends of Rachel Fine Arts Events	<ul style="list-style-type: none"> • Family and Community Liaison • Fall and Spring School Events • School Field Trips • Award and Banquet Nights 	<ul style="list-style-type: none"> • Recognize Student w/ Good Behavior • Develop PTSA • Conduct Community Walks • Increase Family and Community Involvement • Increase Parent Curriculum Nights 	<ul style="list-style-type: none"> • Night classes for parents to learn English, computer skills and wellness seminars
School Context and Organization	Discipline Records Teacher and Student Feedback Counselor Referrals Parent Referrals	<ul style="list-style-type: none"> • Social awareness • Counseling Department • Capturing Kids Heart • Principal Coffee and Nights • Mentoring Programs 	<ul style="list-style-type: none"> • Parent participation • Increase Staff and Parent survey participation • Safe and Civil School 	<ul style="list-style-type: none"> • Increase school safety by hiring para-professionals
Technology	District Survey BrightBytes Survey Technology PD	<ul style="list-style-type: none"> • Increase Technology PD • Increase technology communication to parents 	<ul style="list-style-type: none"> • Digital Arts and Technology Academy Implementation • Increase Instructional Technology PD • Increase presence on social media 	<ul style="list-style-type: none"> • Student Tablets • Teacher Training • Digital Labs
Dropout Prevention	PEIMS at risk data 9 Weeks Grade Skyward Attendance Teacher Referral Discipline Report	<ul style="list-style-type: none"> • Saturday School • Increase student led clubs and organization • Increase participation in electives, clubs and activities 	<ul style="list-style-type: none"> • Increase attendance Saturday school • Improve Master Schedule 	

ATTACH THE COMPLETED DOCUMENT TO YOUR 2015-2016 CAMPUS IMPROVEMENT PLAN.