

**Grand Prairie Independent School District**  
**Adams Middle School**  
**2020-2021 Campus Improvement Plan**

## **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 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)	25
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)	28
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)	31
Goal 5: Safe and Orderly Environment: Adams 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)	34
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# Comprehensive Needs Assessment

Revised/Approved: October 9, 2020

## Demographics

### Demographics Summary

DATA @ Adams MS 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. DATA @ Adams is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds.

Ethnic distribution is 63.3% Hispanic, 21% African American, 10.7% White, 1% American Indian, 1% Asian, Two or more races 3%, and 0% Pacific Islander.

At-risk data shows 507 students and LEP students at 257.

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, LEP, ED, and demographic subpops.

**Planning and budgeting:** The budgeting process for 2020-2021 will include process documentation for description, structure and intent of fund utilization and continued implementation of a school of choice in digital arts and technology.

**Expenditures and Services:** The 2020-2021 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. DATA @ Adams MS will improve RTI procedures through attendance, behavior, and academics and with virtual learning. Intervention programs will be used to provide added support to all students and decrease the number of failures. DATA @ Adams MS will also change the culture with the implementation of Capturing Kids Hearts, AVID, and the digital arts and technology.

### Demographics Strengths

Student ethnicity breakdown has remained consistent over the last 5 years. 100% of our students participate in the Digital Arts and Technology program and will receive high school credit upon successful completion of the course.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance rate is in 2018-2019 was 95% which was 1% below the distinction level. 2019-2020 (COVID-19) had altered attendance due to virtual learning in pandemic. **Root Cause:** There is a large mobility rate, causing attendance concerns through out the year.

# Student Learning

## Student Learning Summary

The Digital Arts and Technology Academy at John Adams MS met standard 2015-19 school year. Overall student data consisted of and overall score of 74 and student progress score of 77. 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 Learning Strengths

The Digital Arts and Technology Academy @ John Adams MS has met standard five years in a row, as well receiving a distinction from the state of Texas in 3 of 4 years. Special education and ELL subpop (Domain III) increased during the 2019-20 school year and is a C-rated campus.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 51% of students meeting the approaches level in Writing and 65% in Reading and 63% in Social Studies. **Root Cause:** Reading levels are two or more grades below the reading level.

**Problem Statement 2:** 11% increase in special education students meeting standard from 0% percent in 6th grade reading. **Root Cause:** Create a more efficient master schedule to support our students with needs.

**Problem Statement 3:** The campus met standard at 67% in Domain I. **Root Cause:** Due to not using RTI, small group, blended learning, and rotations with fidelity.

# 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 IBL, PLC, PBL, ESL, SIOP, Differentiation, T-TESS, Classroom Management, IXL, BrainPOP, Bulb, Advanced Academics, FastForward, Achieve3000, problem-atic, and TAP trainings.

Professional learning communities includes all 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/GPISD Leadership Definition at DATA@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 (DATA@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. DATA@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. We have also changed our campus to a school of choice in

digital arts and technology. Students will have the opportunity to learn skills in (high school credit course) principles of AATVC and IT.

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

**Problem Statement 1:** 8-10 ELA teachers are brand new to the campus and/or 1st year teachers. **Root Cause:** New to the campus and will need to attend trainings and gain experience.



# 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 GPSISD 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 2020-21 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.

# Priority Problem Statements

**Problem Statement 1:** Attendance rate is in 2018-2019 was 95% which was 1% below the distinction level. 2019-2020 (COVID-19) had altered attendance due to virtual learning in pandemic.

**Root Cause 1:** There is a large mobility rate, causing attendance concerns through out the year.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** 51% of students meeting the approaches level in Writing and 65% in Reading and 63% in Social Studies.

**Root Cause 3:** Reading levels are two or more grades below the reading level.

**Problem Statement 3 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
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data

Adams Middle School

Generated by Plan4Learning.com

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

#### **Parent/Community Data**

- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# 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

Summative Evaluation: Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Provide training for teachers to assist students in-person and remotely for RTI and any other means for closing gaps, interventions, and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on district and state assessments by 10% overall.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership team and classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Strategy 2:</b> Use blended learning and small group strategies/resources to close gaps, intervene, and strengthen grade level learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of a minimum of 10% on district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team and classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Strategy 3:</b> Reduce the number of student referrals and out of school placements by using SEL, CKH, and restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of referrals and out of placements by 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>				<b>Summative</b>
	<b>Formative</b>				
	Nov	Jan	Mar		June
					
	<b>Reviews</b>				<b>Summative</b>
	<b>Formative</b>				
	Nov	Jan	Mar		June
					
	<b>Reviews</b>				<b>Summative</b>
	<b>Formative</b>				
Nov	Jan	Mar		June	
					

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

**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 2:** 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 Sources:** Enrollment data, GPISD assessment data

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in all indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principals, Master Teachers, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Jan	Mar	June
 35%		 60%		
 0% No Progress		 100% Accomplished		
 Continue/Modify		 Discontinue		

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**Performance Objective 3:** 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 Sources:** College acceptance, AP course data, completion rates,








<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, AVID coordinator, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>0%  No Progress</span> <span>100%  Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**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 4:** 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><b>Strategy 1:</b> Increase awareness with parents concerning student attendance and implement credit recovery courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support</b></p> <p><b>Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 - Title 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
	 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 5:** 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 Sources:** PLC rosters, training agendas, intervention documentation, tutoring records

<p><b>Strategy 1:</b> Embed in the master schedule PLC and Cluster to allow teachers to collaborate and receive weekly professional development through cluster.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase instructional delivery, and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principal, Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
	 No Progress			
 Accomplished				
 Continue/Modify				
 Discontinue				

**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 6:** 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 Sources:** tutoring records, prescriptive interventions documentation

<p><b>Strategy 1:</b> Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.</p> <p><b>Strategy's Expected Result/Impact:</b> GPISD Roster of Migrant students Region 10 ESC service record</p> <p><b>Staff Responsible for Monitoring:</b> GPISD Migrant Recruiter</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support</p> <p><b>Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> student supplies - 212- Title I-C Migrant</p>				
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
No Progress	Accomplished		Discontinue	

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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.







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

<p><b>Strategy 1:</b> Implement Capturing Kids Heart's across campus. CKH will be visible in staff meetings, department meetings, Clusters, PLC, and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement through building positive relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principals, Master Teachers and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
	 No Progress			
 Accomplished				
 Continue/Modify				
 Discontinue				

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








**Evaluation Data Sources:** Evaluations (campus and district level), TAP Rubric, test scores (Quarter and STATE)

<p><b>Strategy 1:</b> Monitor Cluster, PLC, walk-throughs, and evaluation through the Instructional Leadership Team or TAP Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance teacher instructional deliver and strategies to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principal, Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
	<div style="display: flex; justify-content: space-between; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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**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 Sources:** Enrollment in PreK programs at Elementary campuses.

<p><b>Strategy 1:</b> Advertise PreK Programs and enrollment activities for the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PreK enrollment for the feeder pattern.</p> <p><b>Staff Responsible for Monitoring:</b> Secretary and principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
	 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Evaluation Data Sources:** Individual Education Plan, Admission Review and Dismissal Meetings








	Reviews			Summative
	Nov	Jan	Mar	
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> GPSISD Special Services, Principal, Dean, Master Teachers, Inclusion Teachers, and Classroom teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

**Evaluation Data Sources:** Quarter Assessments

<p><b>Strategy 1:</b> 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 use STAR Renaissance data to effectively identify students weaknesses.</p> <p>Ensure Kurzweil, Nearpod, Think-Through Math, IXL Math, Floccabulary, Study Island, Achieve 3000 is used to assist students when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> GPISD Special Services, Principal, Dean, Assistant Principals, Inclusion Teachers, and Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Jan	Mar	June
				
	<div style="display: flex; justify-content: space-between; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			








**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.

**HB3 Goal**

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








**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> Send teachers and administrators to various instructional professional development focused to increase student achievement and teacher instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Jan	Mar	June
 0%				
 No Progress		 Accomplished		 Discontinue
 Continue/Modify				

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






**Evaluation Data Sources:** retention data, recruitment data

<p><b>Strategy 1:</b> Monitor the School of Choice focused on digital arts and technology, using the distributive leadership model to improve teacher effectiveness.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**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 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><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement through the use of effective strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principal, and Master Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - SCE</p>	<b>Reviews</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 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 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.

**HB3 Goal**

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

**Summative Evaluation:** Significant progress made toward meeting Objective

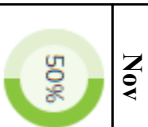
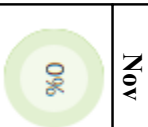
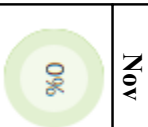
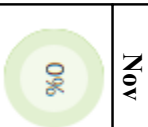


<b>Strategy 1:</b> Conduct annual CIP meetings <b>Strategy's Expected Result/Impact:</b> Improve the overall campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
	 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 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.






**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> The principal will have meetings with parents throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2</p>	<b>Reviews</b>																		
	<b>Formative</b>		<b>Summative</b>																
	Nov	Jan	Mar	June															
																			
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Reviews																			
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Nov	Jan	Mar	June																
																			
<p><b>Strategy 2:</b> Teachers conduct curriculum nights for parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student and parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Master Teachers, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>																		

**Goal 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><b>Strategy 1:</b> Hold parent/community workshops through out the year.  <b>Staff Responsible for Monitoring:</b> Principal  Parent Liaison  <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
	 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



**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1:** Complete a needs assessment on all technology and make improvements or additions where needed.

**Staff Responsible for Monitoring:** Principal, Technology

**Title I Schoolwide Elements:** 3.1

**Funding Sources:** - 211 - Title I

	Reviews			
	Nov	Jan	Mar	June
<p><b>0%</b> No Progress</p> <p><b>100%</b> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>	<p><b>0%</b></p>			








**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

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Monitor the digital labs to ensure equipment is up to date and meet our students need in the digital arts and technology pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Area Superintendent, Principal, Redesign Grant Manager</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
	 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 3:** Maintain the Digital Arts and Technology Academy School of Choice

**Evaluation Data Sources:** Community Presentations, Execution of grant funds, program manager

**Summative Evaluation:** Some progress made toward meeting Objective






<p><b>Strategy 1:</b> Monitor and adjust the plan for the Digital Arts and Technology Academy.  <b>Strategy's Expected Result/Impact:</b> Increase enrollment, increase in student achievement  <b>Staff Responsible for Monitoring:</b> Principal, Program Manager  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b>  <b>Funding Sources:</b> - 211 - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov	Jan	Mar	June
	No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 5: Safe and Orderly Environment:** Adams 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.

**Summative Evaluation:** Some progress made toward meeting Objective






<p><b>Strategy 1:</b> Implement organizational processes to ensure student and staff safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referrals, increase use of CKH strategies, Create campus ambassadors</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	 No Progress				 Accomplished				 Continue/Modify				 Discontinue			
	<b>Reviews</b>															
	<b>Formative</b>				<b>Summative</b>											
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	 0%															

**Goal 5: Safe and Orderly Environment:** Adams 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.

**Evaluation Data Sources:** Incident reports.

**Summative Evaluation:** Some progress made toward meeting Objective






<p><b>Strategy 1:</b> Create and use with fidelity the code of conduct and communicate with students, staff and parents the framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of the framework</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
	 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5: Safe and Orderly Environment:** Adams 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 3:** Establish a campus behavior coordinator in accordance to TEC and TAC.

**Evaluation Data Sources:** Discipline data

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Assign a campus administrator to become the behavior coordinator</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor behavior and action plans to address common trends</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	 No Progress				 Accomplished				 Continue/Modify				 Discontinue			
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							 0%									

# 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	5	1			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
3	2	2			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00

**212- Title I-C Migrant**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	student supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums



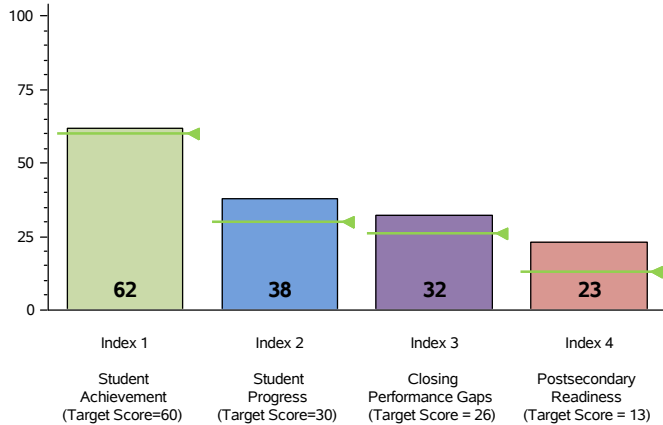
**Texas Education Agency  
2015-16 School Report Card  
JOHN ADAMS MIDDLE (057910041)**

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
<b>Attendance Rate (2014-15)</b>	95.3%	95.3%	95.7%
<b>Enrollment by Race/Ethnicity</b>			
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%
<b>Enrollment by Student Group</b>			
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%
<b>Mobility Rate (2014-15)</b>	21.5%	18.0%	16.5%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Grade 6	13.5	16.7	20.4
<b>Secondary</b>			
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
<b>Instructional Staff Percent</b>	n/a	64.5%	64.5%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	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
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	72%	<b>62%</b>	54%	63%	71%	75%	100%	*	64%	61%
Reading	2016	73%	69%	<b>63%</b>	56%	63%	79%	*	*	*	63%	62%
Mathematics	2016	76%	75%	<b>67%</b>	56%	68%	82%	*	*	*	56%	65%
Writing	2016	69%	62%	<b>48%</b>	43%	52%	35%	-	-	-	*	48%
Science	2016	79%	79%	<b>69%</b>	60%	72%	71%	*	*	-	*	67%
Social Studies	2016	77%	78%	<b>53%</b>	46%	53%	54%	*	*	-	100%	53%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	41%	<b>22%</b>	15%	24%	32%	*	*	*	*	21%
Reading	2016	46%	40%	<b>27%</b>	19%	27%	40%	*	*	*	*	26%
Mathematics	2016	43%	41%	<b>29%</b>	19%	32%	39%	*	*	*	*	27%
Writing	2016	41%	31%	<b>14%</b>	*	16%	*	-	-	-	*	13%
Science	2016	47%	45%	<b>30%</b>	26%	32%	29%	*	*	-	*	30%
Social Studies	2016	47%	49%	<b>17%</b>	12%	19%	*	*	*	-	*	17%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	15%	<b>7%</b>	5%	8%	10%	*	*	*	*	7%
Reading	2016	17%	13%	<b>9%</b>	8%	9%	11%	*	*	*	*	9%
Mathematics	2016	19%	17%	<b>8%</b>	3%	9%	9%	*	*	*	*	7%
Writing	2016	15%	10%	*	*	*	*	-	-	-	*	*
Science	2016	16%	14%	<b>10%</b>	*	10%	*	*	*	-	*	10%
Social Studies	2016	22%	22%	<b>6%</b>	*	5%	*	*	*	-	*	5%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	62%	<b>62%</b>	59%	63%	70%	*	*	*	*	61%
Reading	2016	60%	59%	<b>61%</b>	59%	62%	67%	*	*	*	*	61%
Mathematics	2016	63%	64%	<b>63%</b>	59%	63%	73%	*	*	*	*	61%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	17%	<b>16%</b>	15%	16%	19%	*	*	*	*	16%
Reading	2016	16%	16%	<b>20%</b>	18%	20%	27%	*	*	*	*	20%
Mathematics	2016	17%	18%	<b>12%</b>	11%	12%	12%	*	*	*	*	11%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	35%	<b>34%</b>	29%	33%	54%	*	-	-	*	32%

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Students Success Initiative</b>												
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%	<b>71%</b>	68%	69%	85%	*	-	-	100%	71%
Mathematics	2016	71%	73%	<b>64%</b>	57%	66%	63%	*	*	-	*	64%
Students Requiring Accelerated Instruction												
Reading	2016	20%	21%	<b>29%</b>	32%	31%	*	*	-	-	*	29%
Mathematics	2016	29%	27%	<b>36%</b>	43%	34%	37%	*	*	-	*	36%
STAAR Cumulative Met Standard												
Reading	2016	86%	87%	<b>81%</b>	75%	79%	95%	*	-	-	100%	79%
Mathematics	2016	81%	83%	<b>80%</b>	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%	*	*	-	*	-	-	-	-	-	-

'?' 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.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
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?
<b>Demographics</b>	PEIMS data Texas Academic Performance Report Skyward Edugence	<ul style="list-style-type: none"> <li>Ethnic breakdowns are consistent with the previous year.</li> <li>At-Risk numbers and categories are consistent</li> <li>ESL and SPED populations implemented Co-Teach model.</li> </ul>	<ul style="list-style-type: none"> <li>Increase SPED population</li> <li>Accomplished on STAAR</li> <li>Ensure IEP's and 504 plans accommodations are aligned with the success of each individual student</li> <li>Create an intervention schedule to target the need of the student</li> <li>Build relationships</li> <li>Create a PTSA</li> </ul>	<ul style="list-style-type: none"> <li>Manipulatives</li> <li>Technology</li> <li>Inclusion support</li> <li>Personnel</li> </ul>
<b>Student Achievement</b>	STAAR data and Benchmark Data Texas Academic Performance Report Skyward Edugence ERG 3/6/9 week assessments RTI	<ul style="list-style-type: none"> <li>Campus wide intervention program</li> <li>Targeted tutoring</li> <li>PLC</li> <li>Cluster Meetings</li> <li>Embedded PD</li> <li>Algebra I and English I 100% Level II</li> </ul>	<ul style="list-style-type: none"> <li>Q3 7<sup>th</sup> grade math</li> <li>Q2 to Q3 better growth</li> <li>Tutoring attendance</li> <li>Implementing TAP through TAP</li> <li>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.</li> <li>Using advisory classes to go over student data (with students), and encourage grade level curriculum competitions</li> <li>Academic parent nights and activities</li> <li>Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Extra duty pay for after hour tutorials</li> <li>Student Incentives</li> <li>Personnel</li> <li>General Supplies</li> <li>Technology</li> <li>Competitive events</li> <li>Professional Development</li> <li>TAP</li> </ul>

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

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

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