

Grand Prairie Independent School District

Truman Middle School

2023-2024 Campus Improvement Plan

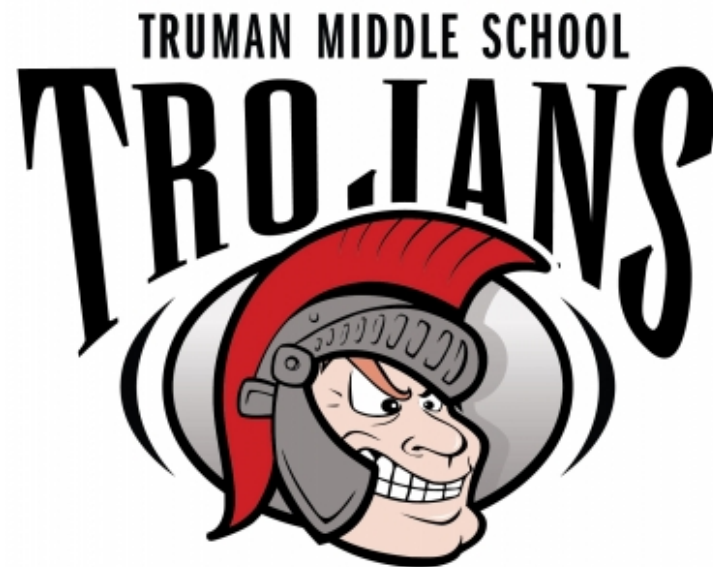


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Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)	21
Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)	24
Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)	26
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/ school events.(Local Strategic Priority 7)	28
Title I Personnel	32

Comprehensive Needs Assessment

Revised/Approved: February 7, 2024

Demographics

Demographics Summary

Truman Middle School is a traditional middle school with an academic curriculum that offers all courses required by the State of Texas to master standards for each grade level. Truman's ethnic distribution is 50% Hispanic, 33% African American, 9% White, 5% Asian, and 3% reporting two or more races. The 2021-22 Accountability Rating further revealed designations of 78.9% Economically Disadvantaged, 19% Limited English Proficient (LEP), 16% Special Education, 4% Gifted and Talented, and 68% At Risk. Enrollment is 461 students.

Truman continues its commitment to support the district focus for improved coordination of programs and services targeting students at risk for dropping out of school and the increasing Hispanic sub-population. Truman utilizes State Compensatory Education (SCE) funds to provide supplemental services, activities, and materials to students identified as at-risk.

Teachers by Years of Experience:

Beginning Teachers - 9%

1-5 Years Experience - 26%

6-10 Years Experience - 24%

11-20 Years Experience - 34%

Over 20 Years Experience - 10%

Review of current training records show positive attendance and feedback from Truman teachers. Professional development and training sessions have been expanded to include necessary preparation for Truman. Sessions include:

- *Professional Learning Communities (held daily)*
- *English as Second Language*
- *Data Analysis Training*
- *Technolgy training*
- *Restorative Practices*

Demographics Strengths

Demographic strengths include:

- Ethnic breakdowns are similar to the previous year
- Risk, Economically Disadvantaged, and LEP designations have increased as compared to the previous school year
- Continued participation and support of programs addressing the needs of our at-risk populations, including the GPISD Connect Program.
- Training is aligned with individual, team, and campus instructional needs.
- Edugence is utilized to track teachers' participation in District training and some campus training
- Instructional strategists provide regular support through PLC's, staff meetings, team planning
- Academic Dean provides guidance and planning training based on student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student social emotional needs are changing faster than before and teachers need more training to address the needs. **Root Cause:** The instructional and social gaps created during the pandemic years created areas of need before educators were equipped to handle.

Problem Statement 2: Our economic disadvantaged student population is growing faster than any other middle school campus in the district. **Root Cause:** Many parents are choosing to bring their students to our campus for a more traditional setting.

Problem Statement 3 (Prioritized): Our at-risk numbers have doubled in the past five years causing student needs and teacher professional needs to change. **Root Cause:** More at-risk students have chosen to attend our campus.

Student Learning

Student Learning Summary

Truman Middle School was a "Met Standard" campus as designated by Texas Education Agency and received the following in the state's accountability for 2021-22.

These ratings resulted in a **2022** Overall Accountability Score of 82, Student Achievement Score: 71, School Progress Score: (Academic Growth:83, Relative Performance:79) 83, Closing Gaps: 78.

Truman received two distinction designations: Top 25% Academic Growth & Top 25% Comparative Closing Gaps

Student Learning Strengths

- Truman's overall accountability score was the highest among traditional 6-8 middle school campuses in the district.
- Truman 7th grade math scores showed an increase and was above district average in approaching levels.
- Truman 8th grade social studies scores was above district average in approaching levels.
- Truman 6th grade math scores was above district average in approaching levels.
- The Post Secondary Readiness performance was well above the state target score.
- Truman received two distinction designations: Top 25% Academic Growth & Top 25% Comparative Closing Gaps

2021

- Truman 8th grade STAAR Science scores were above district average in approaching levels.
- Truman 8th grade STAAR ELA scores were above district average in approaching levels.
- Truman Algebra I and English I STAAR scores was 100% approaching/meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 8th Grade ELA STAAR scores are 7% below the district score of 64%. **Root Cause:** Last year was the teacher's assigned to 8th grade went out on leave during the 4th quarter of the school year which limited the quantity and quality of the instruction.

Problem Statement 2: Student social emotional needs are changing faster than before and teachers need more training to address the needs. **Root Cause:** The instructional and social gaps created during the pandemic years created areas of need before educators were equipped to handle.

School Processes & Programs

School Processes & Programs Summary

Truman will continue a focused adherence to TRS for a more meaningful analysis of data. The STAAR assessment is closely tied to TRS's core curriculum. In order to support TRS lessons, we will add supplemental instructional resources for teachers. Truman will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

CIP Goal 3: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

The Data Review process consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

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 technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

School Processes & Programs Strengths

Support for TRS based lesson planning and implementation using the IFD and other material. Daily PLC's for each grade level for lesson planning and addressing instructional and achievement gaps Weekly walk-throughs by assigned administrator Effective scientifically based researched materials to supplement teaching and learning efforts Data Reviews at the 3,6,and 9 week period for Progress Monitoring and instructional adjustments. Campus Met Standard on STAAR 2021-22.

- Campus based training plan is well planned and implemented
- Training is aligned with individual, team and campus instructional needs.
- Eduphoria is utilized to track teachers' participation in District training and some campus training
- Instructional strategist provide regular support through PLC's, staff meetings, team planning
- Truman is compliant with GPISD Technology Plan Campus based instructional Media Specialist and an Instructional Media Aide.
- All teachers have iPads and laptops.
- Many teachers have elmos or document camera 1:1 implementation of iPads coming to every student.
- Teachers are actively seeking technology training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The students performed below district average on ELA STAAR. **Root Cause:** Many students are reading below grade level

Problem Statement 2: Students are limited in their use of technology to enhance learning. **Root Cause:** Teachers are still learning how to embed technology in daily instruction to enhance the learning.

Problem Statement 3: Student social emotional needs are changing faster than before and teachers need more training to address the needs. **Root Cause:** The instructional and social gaps created during the pandemic years created areas of need before educators were equipped to handle.

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. Any parent may participate in this process or provide feedback to the CIC by contacting the principal at any time during the year.

CIP Goal 3: Parents and community members will be full partners with educators in the education of GPISD students.

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to maintain or increase Truman's state ratings. Parents are kept informed through Remind, social media pages, monthly newsletters, parent emails, and parent call-outs. This is done at the campus level, grade level, and teacher level. Parents and the Truman community are involved through PTA, the school Family Nights, the yearly homecoming events, and school field trips. Parents provide educational and behavioral support to teachers, and are equal partners in their child's education.

Context and Organization for Truman includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required decision-making processes and proper documentation of these efforts. Improvement efforts will focus on increased parent involvement in PTA, and active campus committees. (In the past, Truman has had great parent attendance for our academic night, PTA nights, and parent education classes). Truman with a current enrollment of about 600 students has a very diverse population, not only ethnic but also culturally and socio economically. Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation in specific areas of reading and math at home. We will continue to have academic parent nights and focus on more participation.

Truman will also support the GPISD efforts for school choice by providing information to parents about their home school as well as the Programs and Schools of Choice within GPISD.

Perceptions Strengths

- Daily PLC time is highly regarded and all teachers attend.
- Student work is analyzed during designated PLC times.
- RtI schedule is adhered to Duty rosters, tutoring schedules and supervision schedules are developed by campus administrators.
- Master schedule maximizes instructional time and allows for all students to make progress toward academic goals.
- Student work, along with products and objectives, are posted for all to see in each and every classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low attendance at parent workshops focused on student achievement. **Root Cause:** Parents participate more when their student are performing.

Problem Statement 2: Student social emotional needs are changing faster than before and teachers need more training to address the needs. **Root Cause:** The instructional and social gaps created during the pandemic years created areas of need before educators were equipped to handle.

Priority Problem Statements

Problem Statement 1: Our at-risk numbers have doubled in the past five years causing student needs and teacher professional needs to change.

Root Cause 1: More at-risk students have chosen to attend our campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The students performed below district average on ELA STAAR.

Root Cause 2: Many students are reading below grade level

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent 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
- Action research results

Goals

Revised/Approved: February 7, 2024

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)




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



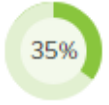
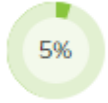



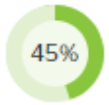

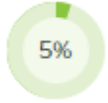






High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Improve student academic performance by assessing students quarterly to intentionally strategize how to target need areas.</p> <p>Strategy's Expected Result/Impact: Improvement in student academic performance</p> <p>Staff Responsible for Monitoring: Administrators Teachers Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor student progress on each of the district assessments through the use of goal setting sheets with students and assessment analysis tools with teachers.</p> <p>Strategy's Expected Result/Impact: Improvement in student academic performance</p> <p>Staff Responsible for Monitoring: Administrators Teachers Students</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop attendance goals to encourage students to be in attendance at least 98% of the time, targeting students who are frequently absent from classes.</p> <p>Staff Responsible for Monitoring: Administrators Attendance clerk Counselor</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 8th grade students will participate in a completion ceremony at the end of the year to recognize the accomplishment of completing middle school and beginning high school.</p> <p>Staff Responsible for Monitoring: administrators counselor</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Training opportunities to staff that provides cultural awareness and community outreach resources to better the academic needs of the students.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Funding Sources: - 199 - SCE - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)



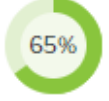

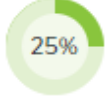





Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Critical Success Factors CSF 4 1) Provide parents information about Early Childhood Education options offered by GPISD. Staff Responsible for Monitoring: Counselor Dean	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)










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




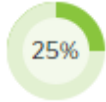








Strategy 1 Details	Reviews			
Strategy 1: 1) Provide lessons through the counseling office via advisory to include topics such as career cruising and character education Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 2) Continue to grow AVID program through promotion and recruitment. Staff Responsible for Monitoring: AVID coordinator AVID administrator Counselor Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Funding Sources: - 212- Title I-C Migrant	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will participate in staff development opportunities such as Capturing Kids Hearts and Handprints on Hearts Strategy's Expected Result/Impact: Positive learning environment Staff Responsible for Monitoring: Administrators Teachers Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide instruction based on student performance data during the school day. Strategy's Expected Result/Impact: Increase in student academic progress Staff Responsible for Monitoring: Administrators Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a group, The Campus Kindness Crew, along with student council to encourage kindness across the campus.</p> <p>Strategy's Expected Result/Impact: Positive school climate</p> <p>Staff Responsible for Monitoring: Counselor Student Council sponsor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will target at-risk students by providing targeted instruction using research based strategies and instructional resources.</p> <p>Strategy's Expected Result/Impact: Close achievement gap between student groups</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will develop a class specific to positive school culture, Peacekeepers, in which students will learn and use strategies needed for student mediations and positive interactions.</p> <p>Strategy's Expected Result/Impact: Positive interaction among students</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Targeted tutorials will be implemented to target student needs based on data using selected resources and Professional development trainings.</p> <p>Staff Responsible for Monitoring: Administrator Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: We will use Skyward and edugence attendance reports to capture students with more than 5 unexcused absences and place them on a behavior improvement contract, which will be communicated to parents as well.</p> <p>Strategy's Expected Result/Impact: Improvement of student attendance</p> <p>Staff Responsible for Monitoring: Administrator, Attendance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority








HB3 Goal

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

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.





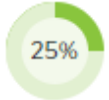





Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional feedback to teachers through the use of walkthroughs and formal observations. Strategy's Expected Result/Impact: Engaging lessons provided by the teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 40%	 65%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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








Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote programs on campus that offer opportunities for professionals to advance their education and professional learning.</p> <p>Strategy's Expected Result/Impact: Teachers with advanced degrees Develop multiple educational leaders on campus</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Research initiatives to expand personnel to meet the needs of at risk students through academic interventions</p> <p>Strategy's Expected Result/Impact: Improved academic performance from at risk students</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - 199 - SCE - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

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






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








Strategy 1 Details	Reviews			
Strategy 1: Provide training to teachers on how to analyze student data to drive instruction through the use of Edugence Strategy's Expected Result/Impact: Data-driven instruction in the classroom Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 40%	 60%	
<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/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

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








Strategy 1 Details	Reviews			
<p>Strategy 1: The CIC will draft, edit, and revise the Comprehensive Needs Assessment. Strategy's Expected Result/Impact: The CNA will drive the strategies for school improvement. Staff Responsible for Monitoring: Administrators CIC members</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Create ways to communicate regularly with parents through multiple sources: parent newsletter, social media, call outs, emails Strategy's Expected Result/Impact: Increase parent awareness and involvement in school-related activities Staff Responsible for Monitoring: Administrators IMS</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The CIC will draft, edit, and revise the Campus Improvement Plan. Strategy's Expected Result/Impact: The CIP will include strategy for school improvement. Staff Responsible for Monitoring: Administrators CIC Members</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 4 Details	Reviews			
<p>Strategy 4: Staff members will organize at least 4 academic nights for parents to come out and be engaged in content related material and gather information on how to help their students at home.</p> <p>Strategy's Expected Result/Impact: Parents more involved in student academic success and school partnership</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 331 663 375">  No Progress </div> <div data-bbox="764 331 982 375">  Accomplished </div> <div data-bbox="1079 331 1335 375">  Continue/Modify </div> <div data-bbox="1436 331 1629 375">  Discontinue </div> </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.

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

Strategy 1 Details	Reviews			
Strategy 1: 1) Replace damaged and/or outdated technology as needed for instructional use. Strategy's Expected Result/Impact: Availability of technology for teacher and student use Staff Responsible for Monitoring: Administrators IMS Teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 5%	 20%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.








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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunity to staff members specific to implementing technology in the classroom Strategy's Expected Result/Impact: Integrated technology in the classroom Staff Responsible for Monitoring: Administrators IMS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Using technology in the classroom to enhance instruction and assist with day to day tasks Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will use the Fast4ward, Imagine Math/Literacy and Kurzweil programs to increase scholars access to the general curriculum. Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: Truman will continue to ensure the safety and well-being of students, staff, and parents, and community members.

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

Strategy 1 Details	Reviews			
Strategy 1: Staff members will follow district and state requirements for drills and safety checks. Strategy's Expected Result/Impact: Safe learning environment Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

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

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Develop a discipline management plan that focuses on reinforcing positive behavior and managing student behaviors. Strategy's Expected Result/Impact: Well managed, positive learning environment Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop discipline management techniques that utilize restorative discipline techniques to encourage reflective behaviors/corrections with the students.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				








Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

High Priority

HB3 Goal

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</p> <p>Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing</p> <p>Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Meaghan Cholakis	Academic Facilitator	Title I	