

International Leadership of Texas
Grand Prairie Middle
2021-2022 Campus Improvement Plan

Mission Statement

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

â³¼.â...è ¨æ-â·žâ½é™...éç†èç-â|æ |æ—âœ-â°ŽâŸ¹â...»â|ç”Ÿâœ-â½é™...ç³¼ä¼šä,â“èŸšš,,éç†â¼æ%ø èf½ã€æ^â»-â¼°è°fâ|ç”Ÿâœ-ç†Ÿç»fæŽŒæ |è«±è-
ĩ¼ŒèŸç ç%™è-â’Œä,æ-#çš,,â%ø æ ä,«âš â¼°âŸ%øçŒ®â¼ çš,,éç†â¼ç²³¼çŸžâ Šè°«â½“ĩ¼Œäæ´è,,â’Œä“ â³¼·çš,,é”»ç,¼ã€,

Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Core Beliefs

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.	13
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.	19
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.	28
Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.	29
Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.	32
Campus Funding Summary	33
Addendums	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2020 – 2021)

Student Total	473	100%
6th Grade	158	33.40%
7th Grade	158	33.40%
8th Grade	157	33.19%

Student Demographics

Gender

Female	253	53.49%
Male	220	46.51%

Ethnicity

Hispanic-Latino	287	60.68%
-----------------	-----	--------

Race

American Indian - Alaskan Native	1	0.21%
Asian	17	3.59%
Black - African American	142	30.02%
White	12	2.54%
Two-or-More	14	2.96%

Free Lunch Participation	84	17.76%
Reduced Lunch Participation	49	10.36%
Other Economically Disadvantaged	221	46.72%
Gifted and Talented	50	10.57%
Special Education (SPED)	20	4.23%
Title I Participation	473	100.00%

Economically Disadvantaged	354	74.84%
Limited English Proficient (LEP)	206	43.55%
Foster Care	0	0.00%
Section 504	23	4.86%
Intervention Indicator	24	5.07%

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

A diverse population of students and educators that work collaboratively to create an accepting and culturally intelligent community.

Diverse population of students

Teachers are enrolling into the district Alternative Certification Program

GPK8 has a very diverse teacher and staff environment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 75% Economically Disadvantaged **Root Cause:** Community

Problem Statement 2 (Prioritized): Low number of certified teachers **Root Cause:** Teachers struggling with passing state certification exams

Problem Statement 3 (Prioritized): Gaps in learning for all students in 6th-8th **Root Cause:** Online virtual learning due to pandemic

Problem Statement 4 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

Problem Statement 5 (Prioritized): Staff recruitment and retention **Root Cause:** Pay

Problem Statement 6 (Prioritized): High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often than others

Student Learning

Student Learning Summary

May 2021 STAAR Mathematics, Grade 6				
Total Students	Approaches	Meets	Masters	
100	59%	27%	7%	

May 2021 STAAR Mathematics, Grade 7				
Total Students	Approaches	Meets	Masters	
102	52.94%	24.51%	7.84%	

April 2021 STAAR Mathematics, Grade 8				
Total Students	Approaches	Meets	Masters	
74	37.84%	6.76%	0%	

May 2021 STAAR Reading, Grade 6				
Total Students	Approaches	Meets	Masters	
102	53.92%	25.49%	9.80%	

May 2021 STAAR Reading, Grade 7				
Total Students	Approaches	Meets	Masters	
103	65.05%	37.86%	22.33%	

April 2021 STAAR Reading, Grade 8				
Total Students	Approaches	Meets	Masters	
74	48.65%	20.27%	1.35%	

Summarized Results				
Total Students	Approaches	Meets	Masters	
102	53.92%	25.49%	9.80%	

Summarized Results				
Total Students	Approaches	Meets	Masters	
103	65.05%	37.86%	22.33%	

Summarized Results				
Total Students	Approaches	Meets	Masters	
74	48.65%	20.27%	1.35%	

Student Learning Strengths

Scores were accurately reflected from previous assessments throughout the year (ECA, MAP, etc.)

We have accurate data on most students to begin targeted instruction to close gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 75% Economically Disadvantaged **Root Cause:** Community

Problem Statement 2 (Prioritized): Low number of certified teachers **Root Cause:** Teachers struggling with passing state certification exams

Problem Statement 3 (Prioritized): Gaps in learning for all students in 6th-8th **Root Cause:** Online virtual learning due to pandemic

Problem Statement 4: Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

School Processes & Programs

School Processes & Programs Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population; we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There have also been significant salary increases for teachers, making our salary a little more competitive with local ISDs.

ILTexas Grand Prairie Middle School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas GPMS.

The Campus Improvement Plan Committee will meet approximately two times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Teachers will meet with instructional coaches weekly to review the lesson plans for the following week. The focus will be on alignment and rigor.

6th-grade students will take STAAR Reading and Mathematics tests, 7th graders will take STAAR Reading, Writing and Mathematics tests and 8th graders will take STAAR Reading, Mathematics, Science, and Social Studies. All students 6-8th will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Students in 6th-8th Grade will take math BOY, MOY, and EOY MAP assessment. All students will complete the monthly IStation assessment.

Economically disadvantaged, LEP, and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school attendance clerk, and school counselor. The attendance committee will develop an incentive plan to encourage regular attendance for the first semester and EOY. Parents will be contacted if a student is absent for more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Increase teacher efficacy in utilizing technology programs to promote a more 21st-century learning environment that appeals to our current scholars by setting expectations and providing more intensive support.

Organize and foster a positive, safe environment that is conducive to meeting the needs of all students, staff and parents.

School Processes & Programs Strengths

All students have access to Chromebooks.

Access to Smartboards.

A decrease in the number of teachers resigning due to issues related to campus support or climate and culture of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low number of certified teachers **Root Cause:** Teachers struggling with passing state certification exams

Problem Statement 2 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

Problem Statement 3 (Prioritized): Staff recruitment and retention **Root Cause:** Pay

Problem Statement 4 (Prioritized): Increased number of discipline referrals for Middle School Students **Root Cause:** Lack of positive behavior support system

Perceptions

Perceptions Summary

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

Customer service across the board is a focused, campus effort to improve communication and increase positive interactions with the parents and school community.

Perceptions Strengths

The parent survey was very positive. The majority of parents feel that their child is receiving high-quality education and they enjoy the school.

The campus is welcoming as evidenced by the campus survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff recruitment and retention **Root Cause:** Pay

Problem Statement 2 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

Problem Statement 3: Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

Priority Problem Statements

Problem Statement 1: 75% Economically Disadvantaged

Root Cause 1: Community

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Low number of certified teachers

Root Cause 2: Teachers struggling with passing state certification exams

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Gaps in learning for all students in 6th-8th

Root Cause 3: Online virtual learning due to pandemic

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Some stakeholders stated the front office personnel lack a positive and approachable attitude.

Root Cause 4: Lack of training and support on how the climate of the school is impacted by how we treat our customers

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 5: Staff recruitment and retention

Root Cause 5: Pay

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 6: High percentage of economically disadvantaged students

Root Cause 6: Parents of Economically disadvantaged seek out charter schools more often than others

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Demographics

Problem Statement 7: Increased number of discipline referrals for Middle School Students

Root Cause 7: Lack of positive behavior support system

Problem Statement 7 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

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records

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

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 1: All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2021-22 School Year. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Utilize the weekly failure reports to identify students that are not meeting mastery Strategy's Expected Result/Impact: Increase the percentage of students meeting mastery in all content areas by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level Administrators, Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives for students that are showing growth in all academic areas. Strategy's Expected Result/Impact: Increase in student achievement in all academic areas Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Identify students to be assigned to mastery learning during the the Monday triage meeting Strategy's Expected Result/Impact: Increased academic and behavioral interventions. Staff Responsible for Monitoring: AP, GLA, Counselor, Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Gaps in learning for all students in 6th-8th Root Cause: Online virtual learning due to pandemic
Student Learning
Problem Statement 3: Gaps in learning for all students in 6th-8th Root Cause: Online virtual learning due to pandemic

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.





Performance Objective 2: 100% of the ILTexas Grand Prairie MS will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2022.

Evaluation Data Sources: Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

Strategy 1 Details	Reviews			
Strategy 1: All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission Strategy's Expected Result/Impact: Increase in job satisfaction and performance for all faculty and staff Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 3: 100% of culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students with a focus on safety and security by June 2022

Strategy 1 Details	Reviews			
Strategy 1: Providing the counselors the opportunity to engage in professional development opportunities aimed at improving student's social/emotional health. Strategy's Expected Result/Impact: Increase in student attendance and an increase in time on task in class. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 4: By the end of the 21-22 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with specific strategies to support students of special populations. Strategy's Expected Result/Impact: Increased student academic performance without special populations. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coaches, SPED teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire an academic interventionist to help support all teachers and students to improve academic progress. Strategy's Expected Result/Impact: Increased student performance in math and reading (classroom, ECAs, and STAAR results). Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide small group tutoring before school, after school, and on Saturdays. Strategy's Expected Result/Impact: Increase in student achievement of mastery in all core subject areas. Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. Strategy's Expected Result/Impact: Increase student achievement and retention of knowledge over time Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
Strategy 5: Purchase medals and other incentives to recognize students for student achievement and perfect attendance Strategy's Expected Result/Impact: Increase in the number of students that have perfect attendance, high performance in languages, and mastery on STAAR test Staff Responsible for Monitoring: Instructional Coach, GLAs, identified grade level teachers, AP, Principal, Counselors, attendance clerk Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
Strategy 6: Provide online programs to include Study Island, MAP, Measuring Up, Whetstone, Measuring , MAP - and other online resources to enhance instruction and increase student academic achievement. Strategy's Expected Result/Impact: Increased student academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
Strategy 7: Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include computers, computer monitors, computer equipment, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, etc.) Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
Strategy 8: Hire a Reading academic interventionist to help support all teachers and students to improve academic progress. Strategy's Expected Result/Impact: Increased student performance in reading (classroom, ECAs, and STAAR results). Staff Responsible for Monitoring: Principal , Assistant Principal Title I Schoolwide Elements: 2.6 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase by 15% by June 2022.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Provide small group tutoring before school, after school, and on Saturdays. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays. Strategy's Expected Result/Impact: Increase in student achievement of mastery in all core subject areas. Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire an academic interventionist & instructional coaches to help support teachers and students to improve academic progress. Strategy's Expected Result/Impact: Increased student performance in math and reading (classroom, ECAs, and STAAR results). Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. Strategy's Expected Result/Impact: Increase student achievement and retention of knowledge over time Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase medals and other incentives to recognize students for student achievement and perfect attendance Strategy's Expected Result/Impact: Increase in the number of students that have perfect attendance, high performance in languages, and mastery on STAAR test Staff Responsible for Monitoring: Instructional Coach, GLAs, identified grade level teachers, AP, Principal, Counselors, attendance clerk Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Provide online programs to include Study Island, MAP, Measuring Up, All in Learning and other online resources to enhance instruction and increase student academic achievement. Strategy's Expected Result/Impact: Increased student academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional aides Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June





Strategy 6 Details	Reviews			
Strategy 6: Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Study Island, STAAR Master, Brain Pop, Measuring Up, etc.) Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 2: All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2021-22 School Year.

Evaluation Data Sources: Attendance Sheet

Strategy 1 Details	Reviews			
Strategy 1: Utilize the weekly failure reports to identify students that are not meeting mastery Strategy's Expected Result/Impact: Increase the percentage of students meeting mastery in all content areas by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level Administrators, Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 3: 100% of the ILTexas Grand Prairie MS will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2022.

Evaluation Data Sources: Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

Strategy 1 Details	Reviews			
Strategy 1: All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission Strategy's Expected Result/Impact: Increase in job satisfaction and performance for all faculty and staff Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue





Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 4: By the end of the 21-22 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with specific strategies to support students of special populations. Strategy's Expected Result/Impact: Increased student academic performance without special populations. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional coaches, SPED teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire an academic interventionist to help support teachers and students to improve academic progress. Strategy's Expected Result/Impact: Increased student performance in math and reading (classroom, ECAs, and STAAR results). Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide small group tutoring before school, after school, and on Saturdays. Strategy's Expected Result/Impact: Increase in student achievement of mastery in all core subject areas. Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. Strategy's Expected Result/Impact: Increase student achievement and retention of knowledge over time Staff Responsible for Monitoring: Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June





Strategy 5 Details		Reviews			
Strategy 5: Purchase medals and other incentives to recognize students for student achievement and perfect attendance Strategy's Expected Result/Impact: Increase in the number of students that have perfect attendance, high performance in languages, and mastery on STAAR test Staff Responsible for Monitoring: Instructional Coach, GLAs, identified grade level teachers, AP, Principal, Counselors, attendance clerk Title I Schoolwide Elements: 2.4 Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
Strategy 6 Details		Reviews			
Strategy 6: Provide online programs to include Study Island, MAP, Measuring Up, Whetstone Measuring Up, MAP and other online resources to enhance instruction and increase student academic achievement. Strategy's Expected Result/Impact: Increased student academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aide Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June

Strategy 7 Details	Reviews			
Strategy 7: Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include computers, computer monitors, computer equipment, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, etc.) Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
Strategy 8: Plan and facilitate curriculum nights (Math/Science, Literacy/Language Acquisition) Strategy's Expected Result/Impact: Increase parental engagement in supporting student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, GLAs Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 5: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.





Evaluation Data Sources: PTO, Science, Math, ELAR nights

Strategy 1 Details	Reviews			
Strategy 1: Parents will work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community. Provide Online Access to CNA/CIP. Strategy's Expected Result/Impact: Increased Parental Involvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, GLAs Title I Schoolwide Elements: 2.6 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire a Math academic interventionist to help support students to improve academic progress Strategy's Expected Result/Impact: Increased student performance in math (classroom, ECAs, and STAAR results). Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.





Performance Objective 1: By the end of the 20-21 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: ACTFL assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide after school tutoring for Spanish and Chinese /LOTE Strategy's Expected Result/Impact: Increase student performance on ACTFL proficiency assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Spanish and Chinese Teachers Title I Schoolwide Elements: 2.6 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.





Performance Objective 1: The culture and climate of our campuses will improve 50% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students and staff with a focus on safety and security by June 2022.

Strategy 1 Details	Reviews			
Strategy 1: Hire an instructional coach to support all teachers in planning and delivery of effective instruction. Strategy's Expected Result/Impact: Improved classroom instruction and increased student performance. Staff Responsible for Monitoring: AP and Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 2: Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks





Evaluation Data Sources: Monitor the Teacher Success Plan through walk-throughs; Provide feedback

Strategy 1 Details	Reviews			
Strategy 1: Improve the mentor program for all staff members Strategy's Expected Result/Impact: Increase teacher effectiveness and campus retention rate Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted support to all SPED students by providing SPED teachers with additional professional development geared at increasing reading and math proficiency. Strategy's Expected Result/Impact: Increase in math and reading scores for all SPED students. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, SPED teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.





Performance Objective 3: Provide 100% of New/Struggling teachers with a teacher mentor by June 2022.

Evaluation Data Sources: Weekly meetings to discuss areas of improvement and best practices

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement,with particular attention to ELLs. Strategy's Expected Result/Impact: Increased teacher retention and overall effectiveness in the classroom Staff Responsible for Monitoring: Administration, Instructional Coach, GLA, Counselor, Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). Staff Responsible for Monitoring: Counselors, APs Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7			\$0.00
2	4	8			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums