Grand Prairie Independent School District

Arnold Middle School

2024-2025 Campus Improvement Plan

Value Statement

CORE VALUES:

Purposeful Decision-Making

Accountability

Integrity

Resilience

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Comprehensive Needs Assessment

Demographics

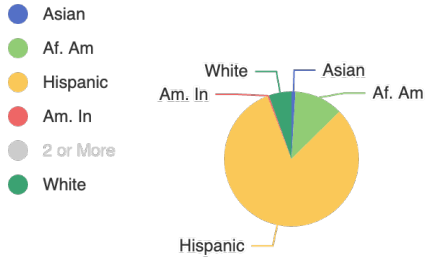
Demographics Summary

VISION: Arnold Middle School is committed to providing high-quality, engaging educational experiences that foster academic excellence, personal growth, and lifelong learning.

MISSION: Arnold Middle School's mission is to cultivate an inclusive and dynamic learning environment through high quality educational experiences, collaborative leadership, and a relentless commitment to maximizing student growth and achievement.

CORE VALUES:
Purposeful Decision-Making
Accountability
Integrity
Resilience

Bill Arnold Middle School is a first year traditional neighborhood middle school campus which was formed by combining Young Men's Leadership and Young Women's Leadership Academies. Our current enrollment is 1084 students, and we have 85 faculty and staff members. 85% of our students are Hispanic, 12% African American, 5% White, 1% Asian, and 6% 2 or more races. 76% of our students are on free and reduced lunch, 14% receive Special Education Services, 5% 504, and 47% are Emerging Bilingual.



Our campus offers Advanced Academics and opportunities for students to receive high school credit. Students also have the opportunity to participate in multiple extra curricular activities. Some of those opportunities include Athletics, Fine Arts, Kickstart Karate, JCC-Junior Cadet Core, AVID, CCR-College and Career Readiness, Leadership, Pre-Athletics-6th grade, Intro to Engineering, Entrepreneurship, Spanish 1 &2, and AP Spanish.

Demographics Strengths

Arnold families are supportive of the campus and activities.

Arnold embraces community connections and community volunteers serve the campus.

Arnold faculty/staff is diverse in teaching experience ranging form 1-40 years

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers and staff reported concerns regarding how the girls and boys would transition after attending an all girls and all boys school. Some teachers were concerned because they had never taught mixed gender classes.
Root Cause: Combining two campuses and staff as one. Combing all boys and all girls campuses together.

Problem Statement 2 (Prioritized): Enhanced communication is needed for families about services provided by the district and campuses.
Root Cause: A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Student Learning

Student Learning Summary

Bill Arnold Middle School is starting as a new traditional campus this year under a new campus ID number. As a result we don't have a TEA rating or a numerical and/or letter grade. We will use the BOY MAP data for reading, math, and science as a starting point to measure and track student performance. The data below shows how Bill Arnold Students performed in comparison to other students nationally as it relates to achievement on the BOY MAP data.

BOY MAP Data

Math Achievement

Campus-38th Percentile

6th-31st

7th-23rd

8th-21st

ELA Achievement

Campus-28th Percentile

6th-30th

7th-28th

8th-27th

Science Achievement

Campus-33rd

7th-34th

8th-27th

Student Learning Strengths

Our students have access to Advanced Academics, College Career and Technical courses, and are able to earn high school credit. We have full Athletic and Fine Arts programs which gives all students the opportunity to be involved.

We are a new campus, but have strong community support. It is the goal of teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gains need to be made in science achievement.
Root Cause: Students need more time performing hands-on experiments.

Problem Statement 2 (Prioritized): Gains need to be made in writing.
Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 (Prioritized): The performance of our English language learner population falls below the performance of our other student populations.
Root Cause: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

Problem Statement 4 (Prioritized): Gains need to be made in math achievement.
Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

School Processes & Programs

School Processes & Programs Summary

Bill Arnold Middle School is committed to providing high-quality, engaging educational experiences that foster academic excellence, personal growth, and life long learning. Our mission is to cultivate an inclusive and dynamic learning environment through high quality educational experiences, collaborative leadership, and a relentless commitment to maximizing student growth and achievement. We are guided by our core values. Purposeful decision making, accountability, integrity, and resilience.

Bill Arnold Middle School uses HQIM (High Quality Instructional Materials) and resources vetted by the district and state to prepare great learning experiences for our students. All decisions are based on the needs of our students, families, and faculty and staff. The Administration team meets twice per week and monthly with our CLT team to discuss campus data such as academics, discipline, student data, survey data, logistics, and campus operations. Decisions are based on campus needs determined by the multiple data points.

Professional development is provided to staff based on the goals and individual needs of faculty/staff. This ensures faculty/staff have the best training and gain the skills to implement the best practices to support student academic and social and emotional learning. Communication is sent to parents and key stakeholders weekly using SMORE. The SMORE highlights important updates, events, student and faculty/staff success and parent resources. Staff notes are sent out to faculty and staff each week to establish climate, cultural, and instructional focus. It also highlights important updates, events, and resources.

At Arnold, we run a 7 period 45 minute per class schedule. This includes 4 lunches with a 30 minute advisory period. The advisory periods are broken up into HB1416 and CCMR. All advisory teachers follow the advisory schedule and cover the specific lesson plan created.

2024-2025 Bill Arnold Bell Schedule

Period	Start Time	End Time	Length of Class
1st	8:50 AM	9:43 AM	53 min*
2nd	9:48 AM	10:33 AM	45 min
3rd	10:38 AM	11:23 AM	45 min
4th Advisory & Lunch**	11:28 AM	1:37 PM	63 min 30 min 30 min
A Lunch	11:28 AM	11:58 AM	30 min
B Lunch	12:01 PM	12:31 PM	30 min
C Lunch	12:34 PM	1:04 PM	30 min
D Lunch	1:07 PM	1:37 PM	30 min
5th	1:42 PM	2:27 PM	45 min
6th	2:32 PM	3:17 PM	45 min
7th	3:22 PM	4:15 PM	53 min*

**Additional minutes were included to account for picking up and returning iPads.*
*** See additional page for specifics about lunch/advisory/class schedules.*

MON	**SEL LESSONS:** RC COLA
TUES	**ENGLISH:** lesson will be provided and include SSR
WED	**MATH:** IXL fact fluency; lessons will be provided

MON	**SEL LESSONS:** RC COLA
THURS	**ENGLISH:** lesson will be provided and include SSR
FRI	**MATH:** IXL fact fluency; lessons will be provided

Bill Arnold Middle School has a variety of extra curricula opportunities for students. We offer a full Athletic Program for girls and boys, Fine Arts, CTE courses, and electives such as AVID, Kickstart for Kids (Karate), JCC (Junior Cadet Core), leadership, and College and Career Readiness. Students are also able to participate in TAFE (Teacher Association of Future Educators, Skills USA, and Kindness Crew.

Our campus is 1 to 1 ratio campus in regards to technology. All students have access to an iPAD. Teachers use a combination of online assignments, apps, and technological resources such as Canvas to integrate technology into the learning environment.

School Processes & Programs Strengths

Arnold Middle School is implementing a vetted curriculum with High Quality Instructional materials both on level and advanced academics. We have a diverse group of campus leadership and teaching staff with experience ranging from 1-40 years. Our students have choice and access to multiple extracurricular opportunities through Athletics, Fine Arts, Career and Technical courses, and student organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Both combining campuses had increases in incidences of physical aggression by all students.
Root Cause: Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need

to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.

Problem Statement 2 (Prioritized): The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population.
Root Cause: Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.

Problem Statement 3 (Prioritized): The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.
Root Cause: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Perceptions

Perceptions Summary

Arnold faculty and staff believe that all students can and will learn in an environment where they feel safe and have a sense of belonging. We believe that student success stems from our opportunity to collaborate as a staff through professional learning communities, using high quality instructional materials, and team planning. When everyone works together and best practices are aligned and consistent throughout the building everyone is accountable for and feels responsible for the success of all our students' results.

Relationships are at the center of all that we do, and through the implementation of the 3 Cs, Restorative Practices, weekly intentional social-emotional learning and SEL targeted groups, PBIS, and high quality educational experiences, we are committed to cultivating an inclusive and dynamic learning environment through and a relentless commitment to maximizing student growth and achievement.

Parent surveys were sent to all parents and stakeholders. We utilized the data to determine communication methods, assess academic and social emotional needs of students and parents, and parent interest in volunteering. Parent and student orientations were held for each grade level. The campus mission, vision and values were shared with all stakeholders. We repeated this process with faculty and staff as well. These processes will be ongoing throughout the year and be used develop true partnership between key stakeholders and the campus to support the needs of students, parents and staff.

Perceptions Strengths

Arnold faculty and staff are working to communicate and connect with our families throughout the year. Weekly SMORE newsletters from the Principal and communication through email, text, calls, and social media platforms to help increase our reach to families and our community. Parent, staff, and student survey data is collected and analyzed to help gain insight into where were are and how we can improve. This continuous cycle of accountability and improvement helps us meet the diverse needs of our school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school.
Root Cause: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

Priority Problem Statements

Problem Statement 1: Enhanced communication is needed for families about services provided by the district and campuses.

Root Cause 1: A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gains need to be made in science achievement.

Root Cause 2: Students need more time performing hands-on experiments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Gains need to be made in writing.

Root Cause 3: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The performance of our English language learner population falls below the performance of our other student populations.

Root Cause 4: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Gains need to be made in math achievement.

Root Cause 5: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Both combining campuses had increases in incidences of physical aggression by all students.

Root Cause 6: Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population.

Root Cause 7: Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math.

Root Cause 8: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school.

Root Cause 9: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Observation Survey results
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, Bill Arnold Middle School will see a 5% decrease in in-school suspension (ISS from 522-495) , Out of school suspension (OSS from 92 to 85), and Disciplinary Alternative Education Program (DAEP from 42 to 40) implementing positive behavior interventions, implementing the 3Cs with fidelity, providing weekly SEL Advisory lessons based on campus needs, and small group support to students based on individual needs and patterns of behavior. **Strategy's Expected Result/Impact:** Decrease ISS, OSS, and DAEP placement by 5%. **Staff Responsible for Monitoring:** Admin and SEL Team **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Liveschool - 211 - Title 1 - $8,100	50%	50%	70%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Both combining campuses had increases in incidences of physical aggression by all students. **Root Cause**: Root Cause: Increase in students with social and emotional challenges , such as trauma, anxiety, and anger. Students also struggle with conflict resolution. Campus need to be consistent in providing target SEL support, and implement restorative practices and PBIS systems.

Perceptions

Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school. **Root Cause**: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, the students' and family's perception of the physical and psychological safety of Bill Arnold Middle School will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures. **Strategy's Expected Result/Impact:** Family's perception of the physical safety on campuses will improve 10%. **Staff Responsible for Monitoring:** Admin Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Arnold Middle school faculty will participate in professional development sessions that will focus on addressing the targeted needs of our students, making sure that we utilize high quality instructional materials. **Strategy's Expected Result/Impact:** By June 2025, Bill Arnold Middle School will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 5% (from 29% to 34%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.. **Staff Responsible for Monitoring:** Admin, Reading and inclusion teachers. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2, 3 - Perceptions 1	30%	30%	60%	

No Progress



Accomplished


Continue/Modify


Discontinue

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. **Root Cause**: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

Perceptions

Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school. **Root Cause**: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers at Bill Arnold Middle School will utilize high quality instructional materials to address the academic needs of their students as they help them reach their full potential. **Strategy's Expected Result/Impact:** By June 2025, By June 2025, Bill Arnold Middle School will elevate the number of students performing at the meets grade level on STAAR/EOC mathematics by 5% from 18% to 23% through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 4 - School Processes & Programs 3 **Funding Sources:** IXL - 211 - Title 1 - $7,031.25	40%	40%	65%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.
School Processes & Programs
Problem Statement 3: The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math. **Root Cause**: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers at Bill Arnold Middle School will utilize current data to adjust their planning, delivery and assessment of instruction in order to meet the needs of all the students at the campus. **Strategy's Expected Result/Impact:** By June 2025, 25% of students at Bill Arnold Middle School identified as economically disadvantaged in the Closing the Gaps domain will perform at Meets grade level or above on STAAR/ EOC reading and in math by 10%. (Reading: from 22 % to 32 %; Math: 28 % to 38 %). **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 4 - School Processes & Programs 3	30%	30%	60%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.
School Processes & Programs
Problem Statement 3: The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math. **Root Cause**: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 5% (from 36% to 41%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 30% of Special Education students in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Bill Arnold Middle School Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 5 % (from 36 % to 41%). . **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2, 4	45%	45%	70%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 70% of Emergent Bilingual students in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Bill Arnold Middle School Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 5 % (from 60% to 65%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 2, 3	30%	30%	60%	

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. **Root Cause**: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.
School Processes & Programs
Problem Statement 2: The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population. **Root Cause**: Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.

School Processes & Programs

Problem Statement 3: The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math. **Root Cause**: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 70% of Bill Arnold Middle School will meet their growth targets in the areas of reading and mathematics. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Bill Arnold Middle School students that meet their growth targets in the areas of reading and mathematics will increase by 5 % (Reading: from 60% to 65%; Math from 53% to 58%). **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4	60%	60%	70%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 70% of Special Education students in the Student Growth component will meet their growth targets in the areas of reading and mathematics. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%). **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 3	60%	60%	60%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.
School Processes & Programs
Problem Statement 3: The number of students performing at the meets level on the STAAR from both combining campuses were below the district and state level. Decrease in the number of students meeting their expected growth on STAAR reading and math. **Root Cause**: Low student efficacy 35%. Staffing challenges limiting Accelerated Instruction opportunities for students who were not successful on STAAR the previous year. Continued improvement of Tier 1 instructional practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 5% (from 75% to 80%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 60% of Emergent Bilinguals at Bill Arnold Middle School will demonstrate academic progress in the areas of reading and mathematics. **Strategy's Expected Result/Impact:** By June 2025, all Emergent Bilinguals will demonstrate a 5 % (from 55% to 60%) increase of academic progress in the areas of reading and mathematics. **Staff Responsible for Monitoring:** Admin team, English and Math teachers. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 2	50%	50%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 10 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. **Root Cause**: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

School Processes & Programs

Problem Statement 2: The number of students identified as Emerging Bilingual and at risk has increased from 50 to 80% of the School's population. **Root Cause**: Combining 2 title 1 campuses with high populations of emerging bilingual and at risk students. High mobility rate due to increase in apartment cost and housing cost across the metroplex.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, at Bill Arnold Middle School 30% of English Learners will advance by at least one level of TELPAS composite rating. **Strategy's Expected Result/Impact:** By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%). **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bill Arnold Middle School will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs. **Strategy's Expected Result/Impact:** 100% of instructional staff and leaders trained to support students receiving specialized services. **Staff Responsible for Monitoring:** Admin Team, general ed and instructional support teachers. **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3, 4	50%	50%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 12 Problem Statements:

Student Learning
Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. **Root Cause**: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 5%, from 31% to 36% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 34% of Bill Arnold Middle School students will perform at Meets grade level or above on the Science STAAR through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices. **Strategy's Expected Result/Impact:** By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 5%, from 31 % to 36% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices. **Staff Responsible for Monitoring:** Admin team and 8th Grade Science teachers. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	60%	60%	70%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 13 Problem Statements:

Student Learning
Problem Statement 1: Gains need to be made in science achievement. **Root Cause**: Students need more time performing hands-on experiments.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 25% of Bill Arnold Middle School Students will perform at Meets grade level or above on STAAR/EOC social studies through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum. **Strategy's Expected Result/Impact:** By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 20% to 25%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum. **Staff Responsible for Monitoring:** Admin team and 8th grade Social Studies teachers.	20%	20%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, Bill Arnold Middle School 30% of families will have participated in family engagement for district and campus events by implementing family engagement initiatives and strategies. (322). **Strategy's Expected Result/Impact:** 30% of of families will participate in district and campus engagement activities. **Staff Responsible for Monitoring:** Admin, Family Engagement Liaison, faculty and staff. **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2	70%	70%	100%	

No Progress Accomplished Continue/Modify Discontinue

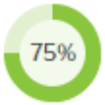
Measurable Objective 1 Problem Statements:

Demographics
Problem Statement 2: Enhanced communication is needed for families about services provided by the district and campuses. **Root Cause**: A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 50% of Bill Arnold Middle School students who report through annual surveys that campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives. **Strategy's Expected Result/Impact:** 50% will report communication from campus communication is both clear and timely and is delivered through diverse communication methods that gives students the opportunity to share their perspectives. **Staff Responsible for Monitoring:** Admin Team. **Title I:** 4.1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bill Arnold Middle School ensure the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, 40% of students will report weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) as measured by BrightBytes survey data. **Strategy's Expected Result/Impact:** 40% of students will report weekly engagement in the four C's. **Staff Responsible for Monitoring:** Admin, Librarian, faculty/staff. **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction	60%	60%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, Bill Arnold will train staff and implement district research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100% **Strategy's Expected Result/Impact:** 60% risk reduction and increase staff cybersecurity training compliance to 100%. **Staff Responsible for Monitoring:** Admin team	100%	100%	100%	

No Progress



Accomplished


Continue/Modify


Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: For the 8th grade Class of 2025, 30% of students will be enrolled in an advanced academics classes and obtain a minimum of 1 CTE class high school credit. to support High School CCMR criteria for A-F accountability rating. **Strategy's Expected Result/Impact:** 30% of students enrolled in at least 1 advanced class, and earning a minimum of 1 high school CTE credit. **Staff Responsible for Monitoring:** Admin team, GT specialist. **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 100% of students enrolled in a CTE course will earn a minimum of one State-accountable industry-based certification. **Strategy's Expected Result/Impact:** 100% of students enrolled in a CTE course will earn a industry based certification. **Staff Responsible for Monitoring:** Admin team, CTE teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college	60%	60%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 30% of 7th and 8th grade students will be enrolled in a minimum of 1 CTE class. **Strategy's Expected Result/Impact:** 30% of 7th and 8th grade students enrolled in a minimum of 1 CTE course **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college	60%	60%	100%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 25% of Bill Arnold Middle School students will meet college readiness standards in both Math and ELA. **Strategy's Expected Result/Impact:** 25% of student will meet college readiness standards in both Math and ELA. **Staff Responsible for Monitoring:** Admin team, GT specialist, AVID coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 3% of Bill Arnold Middle School 8th graders will enroll in GPHS early college. **Strategy's Expected Result/Impact:** 3% of Bill Arnold Middle School 8th graders will enroll in GPHS early college. **Staff Responsible for Monitoring:** Admin team, GT specialist, faculty and staff. **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	20%	20%	20%	

No Progress | Accomplished | Continue/Modify | Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

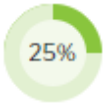
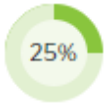
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, the 5% of Bill Arnold Students will earn high school credit in both ELA and Math. **Strategy's Expected Result/Impact:** 5% 0f students will earn high school credit in Math and Reading. **Staff Responsible for Monitoring:** Admin team, GT specialist.	90%	90%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, 10% of students will earn a 3 or higher on the AP Spanish exam. **Strategy's Expected Result/Impact:** 10% of students will earn a 3 or higher on the AP Spanish exam. **Staff Responsible for Monitoring:** Admin, Spanish teacher, GT specialist. **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bill Arnold will retain 100% of it's teachers that receive the Teacher Incentive Allotment (TIA) designation. **Strategy's Expected Result/Impact:** Retain 100% of TIA designated teachers. **Staff Responsible for Monitoring:** Admin team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bill Arnold will follow and implement all GPISD financial policies and procedures to support GPISD maintaining its annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities. **Strategy's Expected Result/Impact:** 100% of district financial policies and protocols are followed. **Staff Responsible for Monitoring:** Principal, Secretary, Teacher leaders with activity fund accounts.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, Bill Arnold Middle School will maintain a 95% overall ADA and maintain a student enrollment of at least 1070 in order to meet the annual fiscal enrollment and attendance goals. **Strategy's Expected Result/Impact:** 95% ADA and minimum enrollment of 1070. **Staff Responsible for Monitoring:** Admin team, faculty/staff. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

211 - Title 1					
Priority Focus Area	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Liveschool		$8,100.00
2	3	1	IXL		$7,031.25
				Sub-Total	$15,131.25

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024