

# Grapevine-Colleyville ISD

## Grapevine Middle

### 2020-2021 Campus Improvement Plan



# Mission Statement

The mission of Grapevine Middle School is to embrace the transition students experience academically, emotionally, and socially and provide a safe launching pad that intentionally encourages personalized opportunities allowing students to express their unique identities in a positive and safe environment.

## Vision

Grapevine Middle School is committed to setting high standards of engaged, collaborative, learning and celebrating the individual achievements of each child. High levels of performance are expected for all students using a viable and appropriate curriculum.

## Core Beliefs

As a staff we are committed to ensure all students will be self-regulated learners, collaborative workers, global citizens, skilled problem solvers, and effective communicators who are prepared to successfully compete in college and/or career readiness. Our leadership is based on service to students, staff, and families. We remain relentless in doing whatever it takes to ensure student well-being and success. Working as a team allows us to accomplish great things.

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# Priority Problem Statements

**Problem Statement 1:** In 2019, less than 12% of GMS 7th grade students received "Meets or Higher" on the Math STAAR test.

**Root Cause 1:** Math curriculum is not addressing readiness standards. Intervention teachers needed access to a viable and researched-based math intervention system.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** GMS performs lower than all district middle school campuses in Math and Reading testing scores.

**Root Cause 2:** There is a need for researched based resources, training on the use of these resources for the teachers, and targeted RTI support for students not meeting grade level standards.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students identified as English Language Learners are not performing as well on local, state, and national assessments as our All Student Group nor are they participating at a comparable rate in advanced academics.

**Root Cause 3:** Need to improve intentional lesson design around the TEKS and include high quality Tier One interventions, Need to improve explicit vocabulary instruction and provide structured opportunities for students to read in English, Need to increase parent engagement

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** GMS has grown their 504 numbers from 6% in 2013, 14.5% in 2019, and 16% in 2020 and does not receive additional support with the amount of added work required to support meetings and paperwork for this population. GMS needs additional assistance with 504 meetings, LPAC meetings, and TELPAS testing (as our ELL population has doubled since 2007).

**Root Cause 4:** District has not funded an additional support administrator for campuses which a growing number of students in need of support.

**Problem Statement 4 Areas:** School Processes & Programs





# Goals

**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

**Performance Objective 1:** GMS will continue to provide reading and math intervention to help move students to grade-level performance.

**Evaluation Data Sources:** Testing, classroom performance, interim benchmarks

<p><b>Strategy 1:</b> GMS will continue to identify and support students with dyslexia by training teachers on strategies in the fall.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to incorporate strategies that support our students with dyslexia.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Literacy Interventionists, Learning Liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> GMS will offer reading and math intervention to all students that are performing below grade level. This will include but is not limited to current interventions such as Math 180, Read 180, and System 44.  <b>Strategy's Expected Result/Impact:</b> Student academic performance increases in both math and reading.  <b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, liaison  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

**Performance Objective 2:** GMS will develop a fiscally-responsible yearly budget that focuses on supporting student academic achievement and extracurricular activities that reflects the school's emphasis on results, inclusion, and excellence

**Evaluation Data Sources:** School data, surveys, STAAR results.

<p><b>Strategy 1:</b> The GMS budget will reflect the majority of expenditures revolving around teacher learning (PD), student achievement (academic resources), and the continued development of positive campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> The GMS budget will be utilized to implement change in instructional practice and student achievement. Tier 1 instruction will continue to improve, personalized learning opportunities will be available, and campus culture will continue to remain positive.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Counselors, Learning Liaison, Paras</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> GMS will hire an EL teacher to provide intentional and laser-focused support for EL students, as this student population performs lower than any other population on STAAR tests and overall academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> With additional support, EL students will be develop skills and strategies to perform better in classes and on state tests.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, EL teacher, AVID Coordinator, Learning Liaison, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> GMS will implement AVID Excel to provide a pathway for EL students to receive personalized support, strengthen reading comprehension and strategies, and a direct entrance into the AVID program when they've met AVID Excel goals.</p> <p><b>Strategy's Expected Result/Impact:</b> EL student performance in classes and STAAR testing will show improvement. Students will be more engaged in their learning as they develop reading comprehension through targeted instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Liaison, Counselors, EL teacher, and AVID coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> GMS will purchase resources for behavioral intervention that include, but is not limited to, instructional resources, hallway signs, teacher/para training, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be utilized to promote our school wide Pony Way so disruptive classroom behavior will decrease and campus culture can remain positive.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Learning Liaison, Teachers, Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?





**Performance Objective 3:** GMS instructional strategies and initiatives will be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement ].

**Targeted or ESF High Priority**

**Evaluation Data Sources:** School data, STAAR results, program evaluations

<p><b>Strategy 1:</b> GMS will provide a writing lab for students that need intentional writing support. The writing lab will be run by a teacher and will be open during a class period within the school day and certain days after school during the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to this writing lab should help support students' development of writing strategies and improve 7th grade writing scores, as well as overall writing.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, ELA Department Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> GMS will implement structured Blended Learning models in all classrooms. In addition, students will have opportunities for flexible learning to extend learning opportunities outside of their classroom-based on their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive personalized, targeted learning that will help them improve achievement at their own pace.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Math and ELA Teachers, Blended Learning Coaches, Executive Director of Virtual Learning</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> GMS will develop a bridge class for the 21-22 school year for incoming 6th-grade students that have mastered their 5th-grade math test so they may be placed in accelerated math class and science classes, in order to access high school level classes in 8th grade or transition into the STEM program their 7th-grade year.</p> <p><b>Strategy's Expected Result/Impact:</b> GMS would identify students with talents in mathematics that will put them on track to take Algebra I and Biology by their 8th grade year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Learning Liaison, Math and Science Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



<p><b>Strategy 4:</b> GMS will continue to utilize math and reading intervention programs that help support personalized learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth in Math and Reading performance.</p> <p><b>Staff Responsible for Monitoring:</b> Math and Reading Teachers, Principal, Learning Liaison, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Math 180 - 211 - ESEA Title I, Part A</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> In 2019, less than 12% of GMS 7th grade students received "Meets or Higher" on the Math STAAR test. <b>Root Cause:</b> Math curriculum is not addressing readiness standards. Intervention teachers needed access to a viable and researched-based math intervention system.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2019, less than 12% of GMS 7th grade students received "Meets or Higher" on the Math STAAR test. <b>Root Cause:</b> Math curriculum is not addressing readiness standards. Intervention teachers needed access to a viable and researched-based math intervention system.</p> <p><b>Problem Statement 2:</b> GMS performs lower than all district middle school campuses in Math and Reading testing scores. <b>Root Cause:</b> There is a need for researched based resources, training on the use of these resources for the teachers, and targeted RTI support for students not meeting grade level standards.</p>

**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

**Performance Objective 4:** Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development, and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of the field, or inexperienced teachers [Equity Plan Requirement].





<p><b>Strategy 1:</b> All teachers will be trained in AVID WICOR strategies to increase student engagement and to implement the tenets of WICOR to strengthen Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will get better and teachers will recognize students that may need additional support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principal, teachers, liaison, coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will be trained on AVID schoolwide practices such as focused note-taking, the use of planners, binder checks, and WICOR strategies to support students in organizing and preparing for rigorous academic schoolwork.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop strategies that can allow them to develop the ability to be successful in coursework that prepares them for college.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, liaisons, and AVID site team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

**Performance Objective 1:** English Language Learners will make yearly or more progress as measured by TELPAS and participate to a greater extent in advanced academics, STEM, and school activities.

**Evaluation Data Sources:** TELPAS, STAAR, AimsWeb, Quality Cup Metrics

<p><b>Strategy 1:</b> Identified students will participate in an AVID system course (AVID Excel) that specifically focuses on our English Learners to help accelerate academic language acquisition by targeting critical reading skills as well as academic vocabulary development. Students will also participate in scholar groups with college tutors twice a week, similar to tutorials that take place in the AVID elective.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased English Language Learner participation and performance in advanced academics, STEM, and school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Laura Koehler, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 276 - Instructional Continuity Grant</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Students identified as English Language Learners are not performing as well on local, state, and national assessments as our All Student Group nor are they participating at a comparable rate in advanced academics. <b>Root Cause:</b> Need to improve intentional lesson design around the TEKS and include high quality Tier One interventions, Need to improve explicit vocabulary instruction and provide structured opportunities for students to read in English, Need to increase parent engagement</p>

**Goal 2:** Design learning environments that support social and emotional well-being.






Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

**Performance Objective 2:** GMS will address the needs of students by having multi-tiered systems of support that include math and reading intervention, social-emotional wellness, and behavior and discipline management.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Counseling program implementation, bell schedules, attendance reports, disciplinary reports, classroom observations, reading and math assessments.

<p><b>Strategy 1:</b> GMS will develop an MTSS team that will meet monthly to review data, recommend support for students, and work with teachers to develop processes to ensure the campus is moving forward in meeting intervention goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase, discipline will decrease, and students will increase performance on math and reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, liaison, counselors, and paras designated to the team.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> GMS will use Panorama to identify students that need intervention academically and behaviorally so that we can streamline our current practice of PBIS, CHAMPS, and Capturing Kids Heart and examine effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> The GMS MTSS team will be able to identify students quicker and provide students with appropriate intervention measures so that students can move towards tier 1 support</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals. liaison, coaches, teachers, and counselors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> GMS will implement Character Strong to support our current restorative practices and the social-emotional wellness of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel more supported and be given personal strategies to help them succeed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, counselors, liaison, teachers.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> GMS will continue to utilize a staff member to support our rising campus needs with 504 paperwork as well as LPAC meetings and TELPAS testing in order to free up the assistant principals to serve in their roles as instructional leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> The assistant principals can be in classrooms more so that we can see teacher performance increase and student discipline decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - ESEA Title I, Part A - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> GMS has grown their 504 numbers from 6% in 2013, 14.5% in 2019, and 16% in 2020 and does not receive additional support with the amount of added work required to support meetings and paperwork for this population. GMS needs additional assistance with 504 meetings, LPAC meetings, and TELPAS testing (as our ELL population has doubled since 2007). <b>Root Cause:</b> District has not funded an additional support administrator for campuses which a growing number of students in need of support.</p>

**Goal 2:** Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

**Performance Objective 3:** Additional GMS teachers and administrators will be trained at the Ron Clark Academy, in which our House System is modeled after to ensure that there is a clear understanding of how a House System structure can support students' social-emotional wellness.





**Evaluation Data Sources:** Teacher and student surveys, observations of the implementation of strategies from training.

<p><b>Strategy 1:</b> 5 teachers will be trained by April 2021 through the Ron Clark Academy because this training supports the tenets of the House System model and the GMS House System.</p> <p><b>Strategy's Expected Result/Impact:</b> The culture of the campus has been greatly affected by the House System and students continue to receive social-emotional wellness support through the House System.</p> <p><b>Staff Responsible for Monitoring:</b> GMS staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

**Performance Objective 4:** The GMS SRO will work with the campus counselors and administration to incorporate programs that support students' social-emotional wellness.

<p><b>Strategy 1:</b> The GMS SRO will join the Hope Squad to help facilitate conversations around suicide prevention.  <b>Strategy's Expected Result/Impact:</b> Students will see the SRO as a source of support and may reach out to him as yet another adult that could help them in the time of need.  <b>Staff Responsible for Monitoring:</b> Campus principal, student advocate counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The GMS SRO will develop a mentor group with targeted students and meet with them every other month.  <b>Strategy's Expected Result/Impact:</b> Students will see the SRO as an extension of the staff rather than a separate individual that oversees the campus.  <b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, liaison, counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The SRO will be included in our CEC meetings to have a voice in developing safety protocols and supporting students' social-emotional well-being.  <b>Strategy's Expected Result/Impact:</b> The SRO can offer suggestions on budgeting and safety protocols that we may not have considered.  <b>Staff Responsible for Monitoring:</b> Campus principal, CEC Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.


Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?


**Performance Objective 1:** GMS will continue to implement a comprehensive development plan to significantly increase student participation in campus clubs and organizations.


**Evaluation Data Sources:** Quality cup, student data, student surveys

<p><b>Strategy 1:</b> GMS will add a Girls that Code club to encourage more female involvement in coding classes or to allow them to develop an interest in a career path.</p> <p><b>Strategy's Expected Result/Impact:</b> Female students will enjoy the Girls that Code club and will want to take CTE coding classes and my develop an interest in a STEM pathway.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


0% No Progress


100% Accomplished


Continue/Modify


Discontinue







**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

**Performance Objective 2:** Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

**Evaluation Data Sources:**

Prior to entering high school, 100% of students will have a comprehensive plan for high school classes (with Endorsement) leading them to post-secondary goals.

<p><b>Strategy 1:</b> GMS will increase participation in CTE classes by 5%.  <b>Strategy's Expected Result/Impact:</b> Student involvement could lead to an interest in coding and engineering courses offered through CTE.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The 6th grade dual-language Spanish II class will be formatted to serve as a foundational class to establish best practices for students to become bilingual readers, writers, and speakers as they move towards taking the AP exam in 8th grade.  <b>Strategy's Expected Result/Impact:</b> Students will find more success in Spanish III and IV and will not be hesitant to speak Spanish and enter the advanced classes prepared to do well academically.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

**Performance Objective 3:** Blended Learning will offer students at GMS the opportunity to personalize their learning in a way that allows their instructional needs to be met through flexible scheduling, flex coursework, and enrichment or supplementary coursework.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Class schedules, student surveys, student goals, student learning objectives, and classroom performance.





<p><b>Strategy 1:</b> GMS teachers will collaborate with their departments to develop Blended Learning Campus Goals that align with the Pillars of Blended Learning by October 15th to maximize the potential of what we do with Blended Learning and personalized instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of how to support students through the personalization of Blended Learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, blended learning specialists, and Executive Director of Virtual Learning.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> GMS will work to offer personalized learning opportunities for students using the tenets of Blended Learning. Teachers will continue to be trained to develop individualized pathways for instructional success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' individual learning needs will be met and they will be able to self-pace so they can make progress at a rate that is appropriate for them so they may receive enrichment or scaffolded support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, blended learning specialists, and Executive Director of Virtual Learning.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> GMS will examine ways we can utilize spaces to offer flexible seating for learning opportunities for our Blended Learning campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Flex spaces can minimize distractions and can support minimizing student contact with COVID recommendations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, Executive Director of Virtual Learning.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

**Performance Objective 1:** Offer weekly comprehensive communication in writing, through video, and virtually so that parents may have an opportunity to engage in a platform that suits their family.

**Evaluation Data Sources:** Attendance through WebEx, Smore Newsletter, school website, and email





<p><b>Strategy 1:</b> Major shifts that are required due to the response to COVID will be communicated multiple times via WebEx so that parents may have access to the principal in real-time.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a clearer understanding of what is happening on campus and will be able to ask questions while also providing input.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The Parent Liaison will be utilized to increase parent and family engagement in new ways in response to COVID limitations and will have access to resources that include but are not limited to digital platforms, training, and committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent engagement will increase and student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, and parent liaison.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

**Performance Objective 2:** GMS website will reflect the mission, vision, and beliefs of the campus by being updated every two weeks to ensure families can utilize the website and its functions as an extension of how we communicate.

**Evaluation Data Sources:** Parent surveys, engagement feedback, analytics, parent liaison

<p><b>Strategy 1:</b> Campus administrators and staff will teach 100% of our student body the new mission, vision, and belief statements and the reason they were developed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better comprehension of the direction of the campus and will be able to connect campus policies to campus initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principal, teachers.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	GMS will offer reading and math intervention to all students that are performing below grade level. This will include but is not limited to current interventions such as Math 180, Read 180, and System 44.
1	2	2	GMS will hire an EL teacher to provide intentional and laser-focused support for EL students, as this student population performs lower than any other population on STAAR tests and overall academic performance.
1	2	3	GMS will implement AVID Excel to provide a pathway for EL students to receive personalized support, strengthen reading comprehension and strategies, and a direct entrance into the AVID program when they've met AVID Excel goals.
1	3	1	GMS will provide a writing lab for students that need intentional writing support. The writing lab will be run by a teacher and will be open during a class period within the school day and certain days after school during the week.
1	3	2	GMS will implement structured Blended Learning models in all classrooms. In addition, students will have opportunities for flexible learning to extend learning opportunities outside of their classroom-based on their individual needs.
1	3	4	GMS will continue to utilize math and reading intervention programs that help support personalized learning needs.
2	2	1	GMS will develop an MTSS team that will meet monthly to review data, recommend support for students, and work with teachers to develop processes to ensure the campus is moving forward in meeting intervention goals.

# Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Math 180		\$0.00
2	2	4			\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
276 - Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$5,000.00</b>

# Addendums