Grand Prairie Independent School District

District Improvement Plan

2022-2023
Mission Statement

We will ensure student success through engaging learning experiences, collaborative leadership and a focus on maximizing student achievement.

Vision

We are a learning community vigorously pursuing student success.

Guiding Principles

Adopt conservative budget practices to ensure the public is receiving the largest rate of return on their tax dollar.
Focus on providing the best classroom and student instruction.
Engage parents, business, and the community in a collaborative and transparent process to develop high community standards.
Search for new and innovative community partnerships.
Develop new economies of scale.
Focus on improved student attendance. Attendance boosts student achievement and success.
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   Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4) ................................................................. 19

   Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1) ................................................................. 26

   Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6) ................................................................. 29

   Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6) ................................................................. 31

   Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5) ................................................................. 33

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Grand Prairie ISD

2022-2023 Comprehensive Needs Assessment District Priorities

The Texas Education Agency (TEA) has set four Strategic Priorities that must serve as the cornerstones of plan development and for progress measurement and evaluation. GPISD has flexibility to address additional local priorities.

The TEA Strategic Priorities are:

1. Recruiting, supporting, and retaining teachers and principals
2. Building a foundation of math and reading
3. Connecting high school to career and college
4. Improving low-performing schools

The Local Strategic Priorities are:

5. School safety
6. Support parent and community involvement
7. Social emotional learning and wellness for students and staff
**Demographics**

**Demographics Summary**

Grand Prairie remains the 9th largest city in the Dallas-Fort Worth Metroplex and the 17th largest city in the state of Texas. Grand Prairie is conveniently located between Dallas and Fort Worth in the far western part of Dallas County. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business. Approximately 187,050 people live in Grand Prairie. Residents tend to be 30-something, dual-income homeowners. In Grand Prairie, families who have lived here for generations welcome newcomers who choose to move to Grand Prairie for the same reasons the natives don't leave - location and hometown atmosphere. The Grand Prairie Independent School District is the largest employer in Grand Prairie with approximately 4,100 staff members. More than 2,000 of those are instructional staff. GPISD is a 58- square mile district serving approximately 27,000 students within the Dallas County portion of Grand Prairie. The District boasts 39 campuses, including 22 elementary schools, 6 middle schools, 4 high schools, 3 grades 6-12 campuses, 1 grade PK-8 campus, 2 early education schools, and one alternative education school. The District has a diverse student population with 65.89 percent Hispanic students, 18.41 percent African-American students, 9.72 percent White students, 3.3 percent Asian/Pacific Islander students, 2.36 percent two or more races, .32 percent Native American students. Voted into existence on July 5, 1902, the District had the distinction of celebrating its 100-year anniversary during the 2002-2003 school year. In 2015, the District passed a $91 million bond election.

**Vision Statement:** We are a learning community vigorously pursuing student success.

**Mission Statement:** We will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

**Staff:** Administrator, Teacher and staff positions are based on SBOE criteria for certifications. As noted in the Curriculum and Instruction section and the Technology section of this needs assessment, strategies are needed to support and monitor the efforts of teachers to apply staff development concepts into the classroom.

Improved delivery methods to address changing student needs are a priority. Approximately 30.51% of the student body is designated as LEP. Effective strategies and techniques for instructional delivery are taught through the Bilingual/ESL teacher certification process. Currently the district is focusing on increasing the number of elementary teachers with this certification. School Improvement Requirements include a strong focus on effective instructional delivery.

An Equity Plan and mandatory performance objectives are included in the ESSA requirements and are supported by the District Improvement Plan. For elementary campuses, there is a gap of just under 15% between the numbers of inexperienced teachers at the highest poverty levels compared to inexperienced teachers at the lowest poverty level schools. Twenty-one elementary campuses are designated as Title I, Part A schoolwide programs due to high poverty levels. For secondary campuses the campuses with the highest numbers of inexperienced teachers are the campuses with the highest poverty levels. Student achievement scores and campus ratings do show a correlation with poverty level and the percentage of inexperienced teachers. There is a need to monitor recruiting practices and employee placements and transfers, in comparison with student achievement information, to address this challenge.

Recruitment and retention efforts will be improved with more effective training and support efforts. GPISD is utilizing content facilitators, strategists and iCoaches to assist teachers at the campus and classroom level to apply training components from content to classroom management. Highly effective teaching is intended to complement highly qualified requirements.
Demographics Strengths

The leaders of tomorrow are the children of today. Grand Prairie ISD offers instructional settings that provide experiences that allow our students the opportunity to develop and practice quality leadership skills such as respect, responsibility for themselves and others, teamwork, collaboration, and a solution-centered approach to problems. We nurture our young leaders to ensure that they are knowledgeable about and have the skills to realize the contributions that they can make to the global community.

The Leadership strand begins with our youngest learners at Marshall Leadership Academy and at the Global Leadership Academy at Barbara Bush Elementary School.

Students then have the opportunity to expand their leadership experiences in middle school in our Young Men’s Leadership Academy or in our 6-12 schools, Young Women’s Leadership Academy and Grand Prairie Collegiate Institute.

In high school, students have the opportunity to expand upon their early learning by participating in student government at traditional campuses or Programs of Choice.

Grand Prairie ISD offers all students the unique freedom to customize and align their education experiences based on individual interests and talents through our Schools and Programs of Choice.

The Programs of Choice include:

- Tuition and Free Full-day Pre-K at 5 campuses
- Aerospace Academy
- Construction Technology
- Early College High Schools (3)
- Education and Leadership Preparatory Academy
- Environmental Science Academy at Jackson Middle School
- Firefighter Academy
- Government and Public Administration
- International Baccalaureate (IB)
- Junior Cadet Corps at Adams Middle School
- Landscape Design
- Registered Nursing Academy at Grand Prairie Early College High School
- School of Environmental Science and Technology at South Grand Prairie HS
- The Center for Law and Public Safety
- The Center for Sports Medicine
• Veterinary Studies

We also have specialized campuses (that include some of the above programs) and Dubiski Career High School that houses a wide-range of additional programs. Our Schools of Choice provide an alternative to the traditional campus to serve our students diverse needs and goals.

STAFF: GPISD continues to have 100% compliance with state requirements for certification. The GPISD staff training calendar and content are reviewed by the Education Improvement Committee. Campus Improvement Committees review content for individual campus training plans designed annually through the Needs Assessment process.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enhanced communication 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.

Problem Statement 2: We have a high Mobility rate. Root Cause: Families transition in and out of the district due to a limited amount of affordable housing in the area.

Problem Statement 3 (Prioritized): Improvements are needed for the analysis of student data to connect with campus based teacher training and implementation of Research Based instructional strategies. Root Cause: Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.
**Student Learning**

**Student Learning Summary**

Grand Prairie ISD's number one job is STUDENT ACHIEVEMENT! GPISD offers all students the freedom to customize and align their education experiences based on individual interests and talents. Career Cruising is used to gather information about each students' interest beginning in grade 5. The emphasis on Programs and Schools of choice facilitates a greater interest in succeeding in education.

**Grand Prairie ISD received a Scaled Score of 82 and a rating of B for the State of Texas for the 2021-2022 school year**

The **Student Achievement** rating of 76 (C) is comprised of 3 parts:

- STAAR Performance 73 (C); College and Career and Military Readiness 78 (C); and Graduation Rate 80 (B).

The **School Progress** rating of 85 (B) is comprised of 3 parts as well:

- Academic Growth 85 (B); Relative Performance (Eco Dis:76.5%) 83 (B); and Closing the Gaps 76 (C).

**Out of 34 schools eligible for distinctions, 16 received a total of 52 distinctions:**

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percent of Schools</th>
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<tr>
<td>At least one distinction</td>
<td>16</td>
</tr>
<tr>
<td>2 or More distinctions</td>
<td>10</td>
</tr>
<tr>
<td>All eligible distinctions</td>
<td>2</td>
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The district also received a Distinction Designation for Postsecondary Readiness.

GPISD and all campuses utilize Critical Success Factors as well as PEIMS data and TEA assessment data for the 2020-2021 school year accountability. Campuses are also noting the lowest content areas and student groups in the passing range for prevention and intervention strategies.

Performance Rates are at **73%** for Approaching Grade Level, Participation Rates are at **98%**. Graduation Rate Indicators consist of 8 indicators and 4 were met. GPISD also Met Federal Limits on Alternative Assessments at **100%**.

One of the most important ways in which we will use ESSER III funds in GPISD has to do with accelerating learning. This is needed because many students have experienced learning loss since the COVID-19 pandemic made it necessary to close schools last year. Some of the funds that the District receives will be earmarked for the specific purpose of helping students to catch up academically.

**Student Learning Strengths**
Grand Prairie Independent School District has two facilities completely devoted to meet the needs of Pre-kindergarten students. High-quality instruction is implemented based on the Pre-K guidelines set forth by the State of Texas and is also aligned with kindergarten and first grade TEKS to provide your student with the foundational skills to ensure the best educational start that he or she can receive. Instruction is also geared to assist students in building appropriate social skills; our teachers work with families to help them become full partners in their child’s life-long educational experience.

**Bonham** offers full-day and half-day prekindergarten in the context of a two-way dual language program. It also houses the District’s Early Childhood Assessment Team as well as Preschool Program for Children with Disabilities classrooms, a blended classroom and a tuition class.

**Crockett** offers full-day prekindergarten dual language classes, English as a Second Language, and a tuition-based class.

A combined total of approximately 800 students attend the two schools. Both schools are devoted to developing the leaders of the future, fostering oral language development and ensuring a safe and nurturing environment.

Grand Prairie ISD educates more than 29,000 students each year. As an open-enrollment district, GPISD invites students from across the Metroplex to attend any school for free. Students living within GPISD attendance zones also have the freedom to apply to any school along with the added benefit of free district transportation.

With nearly half of all GPISD schools (Pre-K through 12) being Schools of **CHOICE** and the majority of the award-winning traditional schools offering a multitude of unique **CHOICE** programs, the educational opportunities are boundless for students. With the unique freedom to select an educational path tailored to suit the interest of the individual child, students are more engaged and accomplished at a much younger age. As early as Pre-K, students may begin to align their educational experience through schools of choice to coincide with the focused pathways.

Grand Prairie ISD’s [Career and Technical Education program](#) is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership, and service.

*More than a diploma…*

The Grand Prairie CTE program is designed to equip students for the world outside GPISD and is aligned with the workforce needs of the Dallas/Fort Worth area. CTE students are provided a unique opportunity to explore various CTE pathways and prepare them for the workforce.

Students participating in CTE pathways can:

- Earn Industry-Standard Certifications
- Take advantage of paid/unpaid internships with community partners
- Network with professional in their field
- Learn on state-of-the-art equipment
We pride ourselves on preparing students for an ever-changing, ever-growing workforce. Students have access to robust, technology rich opportunities for career investigation in 14 of the 16 CTE Career Clusters and 4 of the 5 Endorsements. With 27 Career Experiences available, Grand Prairie students are able to choose an academic pathway that connects their area of interest with their high school education goals.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Three campuses received a D for their accountability report card. **Root Cause:** Student Achievement and Student Progress measures were low due to language barriers of students.

**Problem Statement 2:** Relational capacity growth is needed to reach students to address academic and social and emotional needs. **Root Cause:** Better training and implementation for relational capacity curriculum is needed.

**Problem Statement 3 (Prioritized):** New teacher recruitment, retention, support methods are needed. **Root Cause:** Inexperienced teachers (Less than 2 years) serve on campuses in high percentages on campuses of high poverty and students of color.

**Problem Statement 4:** Both technology based and printed materials to address individual needs of students are partially consumable and regularly need updating. **Root Cause:** EL, SPED, GT, Migrant and other special populations regularly change materials based on improved research of effective instructional materials.
District Processes & Programs

District Processes & Programs Summary

Grand Prairie ISD operates based on our commitment to our community as we ensure Student Achievement remains top priority.

Grand Prairie ISD Kaleidoscope Schools & Programs of Choice website is designed to help families discover how GPISD can unleash each child's potential through choice in education. Through Schools and Programs of Choice, GPISD is turning a kaleidoscope of dreams into college and career opportunities for its students. We invite you to explore this website to discover your child's path to success!

Programs of Choice give students the opportunity to put their future college and career plans on the fast track. The focused coursework of each program is geared to help students secure licenses, certifications and even college credit before graduating from high school. In many instances students are able to secure careers immediately upon graduation. Programs of choice are designed for students who desire the setting of a traditional school atmosphere yet want to pursue more concentrated areas of study based on their own college and career interests.

Grand Prairie ISD is pleased to announce that we will be named a Texas Art Education Association District of Distinction. Over 1,000 districts were eligible to apply for this TAEA Visual Arts Award and just forty-two districts will receive this outstanding honor this year. The TAEA Administration and Supervision Division recognizes districts with outstanding leadership in promoting the arts in their district and community. The GPISD visual arts program met or exceeded a rigorous 12-point rubric. The rubric examines a district’s visual art program through exhibitions, contests, community engagement in the visual arts through field experiences, community service, and collaboration with other content areas. TAEA noted the level of participation in visual art learning experiences at all GPISD grade levels despite the many educational challenges faced this past spring.

One of the most important ways in which we will use ESSER III funds in GPISD has to do with accelerating learning. This is needed because many students have experienced learning loss since the COVID-19 pandemic made it necessary to close schools last year. Some of the funds that the District receives will be earmarked for the specific purpose of helping students to catch up academically.

District Processes & Programs Strengths

As a true open-enrollment district, students in Grand Prairie ISD have the freedom to apply to any school in the district, including traditional schools, regardless of boundary zones. For those students living in GPISD, transportation to and from school is also provided free of charge.

Traditional schools offer a well-rounded educational experience with a wide array of academic and extracurricular options under one roof. Many of our traditional campuses also encompass programs of choice allowing for an even broader scope of opportunities.

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**Programs of Choice include:**

- Real world applications
- Internships and job shadowing
- College credit hours through dual credit
- Industry licenses and certifications
- Core instruction in math, science, English language arts, and social studies
- Advanced Placement coursework

**Schools of Choice** are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community.

Over the last several years, based on an outpouring of support from the community and staff, GPISD has successfully transitioned into a fully open-enrollment district, offering 22 Schools of Choice and a vast array of Programs of Choice throughout the district.
Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** All choice campuses are not pulling a diverse student body from across the district. **Root Cause:** All campuses are not included in the open enrollment process.

**Problem Statement 2 (Prioritized):** Staff assignments need reconsideration for teaching strengths and interest for retention efforts. **Root Cause:** While curriculum reconfigurations have changed, teaching assignments require further improvement to match interest and effectiveness to assignment.

**Problem Statement 3:** Social Emotional Learning and Wellness for students and staff. **Root Cause:** COVID 19 and Inclusion.
Perceptions

Perceptions Summary

Grand Prairie ISD staff and administrators work closely with our campus Parent Liaisons and Social Workers who serve as advocates for parents and students to facilitate meaningful parental involvement with our schools, help to enhance the learning ability of children, and help parents identify and secure valuable community and educational resources. Parental involvement through the Campus Improvement Committee (CIC) also allows parents the opportunity to have input on campus strategies and offer solutions to help meet the needs of our community. Each campus's CIC operates throughout the year in an advisory capacity to help impact the culture and climate of our school community. GPISD uses Capturing Kids Hearts (CKH) principles for classroom management and to enhance relational capacity which is one of our district's 6 Plays. GPISD promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Based on our TEA 2019 Accountability Summary, we had a 94.8% attendance rate. Our attendance goal is at least 96% attendance. We plan to work towards this goal by increasing parent involvement and engagement, increasing student engagement and implementing attendance incentives.

Each campus works to develop a culture and climate conducive to teaching and learning by first developing and implementing a written Safety Plan that includes not only intervention but focused action plans.

Perceptions Strengths

Title 1 expands efforts to involve parents and community in the design and delivery of instruction. Parent surveys help to focus parent information, concerns and needs to priorities. School choice and a safe and secure campus environment are high on the list of priorities. Parents also request better assistance with helping them to prepare to assist with home learning experiences.

The Grand Prairie community view Grand Prairie ISD as a district who listens. The community wanted variety in their campuses and offerings for students. From their requests we began Schools and Programs of choice that will also meet the demands of the nation's workforce according to Texas Workforce Solutions by preparing our students for high-demand careers. Our students are being prepares for College and/or Career.

Our Schools of CHOICE offerings include:

- Bonham Early Education School
- Crockett Early Education School
- Crosswinds High School (Accelerated and Remedial Program)
- David Daniels Academy of Science and Math
- Dubiski Career High School
- Early College High School at Grand Prairie and South Grand Prairie High Schools
- Ellen Ochoa STEM Academy at Ben Milam Elementary
- Garner Fine Arts Academy
- Global Leadership Academy at Barbara Bush Elementary
- Grand Prairie Collegiate Institute
School safety and productive teaching and learning environments are addressed in individual Safety Plans developed at each campus. Partnerships with local law enforcement are also in place.

Problem Statements Identifying Perceptions Needs

**Problem Statement 1**: Participation in planning and development of instructional programs is low. **Root Cause**: Parents and community need more information and connection to the processes in place to have input into the development of instructional programs.

**Problem Statement 2**: Campus level parent and community sessions attendance is low and inconsistent from campus to campus, and not as well attended as some districtwide sessions. **Root Cause**: Parent/Community Liaisons have been housed and evaluated centrally. Campus based services and evaluations are needed.

**Problem Statement 3 (Prioritized)**: Survey results show a need for improved assistance and information for home learning that empowers parents and mentors to assist with teaching and learning. **Root Cause**: Better planning, content and delivery is needed for parent/community home learning sessions, through collaboration with campus educators and Parent/Community Liaisons.
Priority Problem Statements

**Problem Statement 3**: Enhanced communication for families about services provided by the district and campuses.

**Root Cause 3**: A community of diverse learners also includes families and students who speak more languages.

**Problem Statement 3 Areas**: Demographics

**Problem Statement 5**: All choice campuses are not pulling a diverse student body from across the district.

**Root Cause 5**: All campuses are not included in the open enrollment process.

**Problem Statement 5 Areas**: District Processes & Programs

**Problem Statement 2**: Staff assignments need reconsideration for teaching strengths and interest for retention efforts.

**Root Cause 2**: While curriculum reconfigurations have changed, teaching assignments require further improvement to match interest and effectiveness to assignment.

**Problem Statement 2 Areas**: District Processes & Programs

**Problem Statement 1**: Improvements are needed for the analysis of student data to connect with campus based teacher training and implementation of Research Based instructional strategies.

**Root Cause 1**: Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 4**: New teacher recruitment, retention, support methods are needed.

**Root Cause 4**: Inexperienced teachers (Less than 2 years) serve on campuses in high percentages on campuses of high poverty and students of color.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 6**: Survey results show a need for improved assistance and information for home learning that empowers parents and mentors to assist with teaching and learning.

**Root Cause 6**: Better planning, content and delivery is needed for parent/community home learning sessions, through collaboration with campus educators and Parent/Community Liaisons.

**Problem Statement 6 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Dyslexia data
**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data
**Goals**

**Goal 1:** Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

- **High Priority**
- **HB3 Goal**

**Evaluation Data Sources:** District Data Sources, TEA Accountability Ratings

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Implement Progress Monitoring strategies via Data Review Process. For each 9 week instructional period, student assessments/quizzes are administered each 3rd and 6th weeks. A more comprehensive assessment is administered at the 9 weeks mark. This data is reviewed to guide instructional adjustments/interventions in the classroom.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased student achievement and academic growth for each student. Closing educational performance gaps.</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Administrators, Assessment Team, all teachers</td>
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**Results Driven Accountability - Equity Plan**
**Strategy 2 Details**

**Strategy 2:** GPISD provides extended and supplemental services to students in need including homeless students via Title I services and community efforts to provide a variety of services that may include: uniforms and clothing, special provisions for electives (fine arts, ballet, etc.) hygiene items, school supplies and transportation of the School of Origin for homeless youth.

**Strategy's Expected Result/Impact:** Increased completion and graduation rates. Services provided to students in need and their families.

**Staff Responsible for Monitoring:** GPISD central staff, campus administrators, Counseling Services staff, Homeless Liaison.

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<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<td></td>
<td>Nov</td>
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**Strategy 3 Details**

**Strategy 3:** GPISD implements a Literacy program for all grade levels to include grade level readability, fundamental speaking and writing skills for effective communication and critical thinking. Campus plans will incorporate basic literacy strategies and technology-based learning strategies such as apps for digital read and speaking and listening.

**Strategy's Expected Result/Impact:** Improved Literacy and Reading levels of students.

**Staff Responsible for Monitoring:** Teaching and Learning, Teachers and campus administrators and iCoaches

**Results Driven Accountability - Equity Plan**

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**Strategy 4 Details**

**Strategy 4:** Implementation of Xello to gauge student talents and gifts and potential career interests beginning in grade 3

**Strategy's Expected Result/Impact:** Goal Setting for students and individualized graduation plans are created for students based on pathway or program of choice.

**Staff Responsible for Monitoring:** Counseling Services Staff and Teachers

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**Strategy 5 Details**

**Strategy 5:** Campuses will hold data meetings after Benchmark assessments to develop a Plan of Action for student academic improvement.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, administrative Team, iCoach

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No Progress Accomplished Continue/Modify Discontinue
**Goal 1:** Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

**HB3 Goal**

**Evaluation Data Sources:** Enrollment data, GPISD assessment data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Expansion of Bonham and Crockett EEC campuses to continue. Title I training for implementation of a schoolwide program,</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Expanded services for preschool students. Improved reading levels and literacy. Completed Region 10 training.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Combined administrative staffs of both campuses. CIC groups. Region 10 ESC advisors.</td>
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<tr>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> GPISD will implement Pre-Kindergarten Early Literacy software programming (Pre-Kindergarten- 2nd grade) for all Title I campuses and for Title I eligible students as identified. Software programming involves student and family access and utilization as well as teacher use and professional development aspects. (7 Title I components assist with transition from preschool into elementary.)</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 90% of Pre-Kindergarten students will enter First Grade at a reading level of 1 or higher.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Area Superintendents, Principals Lead, Teachers, Campus principals</td>
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</table>

![Progress Indicators](No Progress, Accomplished, Continue/Modify, Discontinue)
**Goal 1:** Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post-secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

- **High Priority**
- **HB3 Goal**

**Evaluation Data Sources:** PLC rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, FAFSA/TASFA percentages, Programs of Study completion. Licenses and Certifications.

### Strategy 1 Details

| Strategy 1 | Implementation of College, Career, and Military fairs and activities for all grade levels. Elementary-Presentations from 5th graders on colleges/careers and usage of the Xello college and career online platform Secondary-District-wide College, Career and Military fairs/activities and the usage of the Xello college and career online platform
| **Strategy's Expected Result/Impact:** | Increased enrollment in colleges, increased college graduations, increase Xello usage, increase military enlistment, and more internships for careers with job offers upon graduation.
| **Staff Responsible for Monitoring:** | Campus Administrators, Teachers, Counseling Services staff, Communications department staff, and JROTC staff.

**Results Driven Accountability - Equity Plan**

| Strategy 2 | College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for students interested in dual credit. Provide Higher Education Professors for Dual Credit Classes.
| **Strategy's Expected Result/Impact:** | Improved average TSI/SAT/ACT scores for each campus and the district.
| **Staff Responsible for Monitoring:** | Campus Administrator, Teachers, Counseling Services Staff, and the College Readiness department.

**Results Driven Accountability**

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implementation of College, Career, and Military fairs and activities for all grade levels. Elementary-Presentations from 5th graders on colleges/careers and usage of the Xello college and career online platform Secondary-District-wide College, Career and Military fairs/activities and the usage of the Xello college and career online platform</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased enrollment in colleges, increased college graduations, increase Xello usage, increase military enlistment, and more internships for careers with job offers upon graduation.</td>
<td><strong>Strategy 2:</strong> College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for students interested in dual credit. Provide Higher Education Professors for Dual Credit Classes.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Improved average TSI/SAT/ACT scores for each campus and the district.</td>
</tr>
</tbody>
</table>
Strategy 3 Details

**Strategy 3:** Utilizing the Xello college and career online program for high school students: Offer assistance to parents and students in the process on effective scholarship applications.

**Strategy's Expected Result/Impact:** Scholarships awards and applications increase annually.

**Staff Responsible for Monitoring:** Principals, Teachers, Counseling Services Staff, Parent & Family Engagement staff

**Results Driven Accountability**

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<th>Reviews</th>
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- ![No Progress](image1)
- ![Accomplished](image2)
- ![Continue/Modify](image3)
- ![Discontinue](image4)
Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

HB3 Goal

Evaluation Data Sources: Tutoring records, prescriptive interventions documentation

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Utilize multiple and diverse measures, both quantitative and qualitative, to identify students for gifted services and programs K-12.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased identification of Gifted and Talented students. Increased growth for GT students.</td>
</tr>
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<thead>
<tr>
<th><strong>Strategy 2 Details</strong></th>
<th><strong>Reviews</strong></th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> GPISD will implement TX Migrant Education Program Statewide Needs and prescribed supplemental services.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Improved academic achievement for students of all subgroups and supplemental services are provided based on student need.</td>
</tr>
</tbody>
</table>
### Strategy 3 Details

**Strategy 3:** Provide campuses with supplemental prescriptive services and products to address individual student needs for At-risk students and student identified in System Safeguard reports such as SPED, ELL, Migrant and student groups noted as in need of improvement.

**Strategy's Expected Result/Impact:** Purchase of programs needed to facilitate student achievement.
Student progress in Reading and Math.
Provide additional services to students based on needs (Migrant, homeless, SPED, ELL).

**Staff Responsible for Monitoring:** Teaching and Learning central staff in partnership with Campus Lead Teachers and iCoaches.

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<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<td>Nov</td>
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![No Progress](icon/no-progress.png) ![Accomplished](icon/accomplished.png) ![Continue/Modify](icon/continue-modify.png) ![Discontinue](icon/discontinue.png)
Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 5 - 9.

High Priority

HB3 Goal

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> GPISD provides extended and supplemental services to students in grades 5-9 through small group instruction or individual and group counseling and tutoring.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased growth in academic performance and an Increase Counseling visits/sessions.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administrators and Counselors</td>
<td></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 3</td>
<td></td>
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</table>

Performance Objective 5 Problem Statements:

<table>
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<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 3:</strong> Improvements are needed for the analysis of student data to connect with campus based teacher training and implementation of Research Based instructional strategies. <strong>Root Cause:</strong> Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.</td>
</tr>
</tbody>
</table>
Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support the district's leadership mission and goals: We Create Success--We Lead by Example--We Empower People through leadership development initiatives and professional development for teachers and staff to improve student learning.

HB3 Goal

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

<table>
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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Strategy 1: Utilize Professional Learning Communities (PLC) to review data, strategically plan content and skills and design lesson plans incorporating best practices, strategies and TEKS Resource System Curriculum to address student needs for all students including SPED and ELL.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Structured support for instructional planning and implementation of the strategies. PLC's and district panning days.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Content Facilitators and Strategists, iCoaches, Campus Administrators and Teachers</td>
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Results Driven Accountability

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<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Strategy 2: Data analysis of reading and math assessments to identify Title I Schoolwide campuses with the greatest need for expanded services. Development and implementation of extended services including but not limited to: common assessments and campus training on assessment administration, guided reading training, campus walk throughs, progress monitoring, kindergarten round ups and parent sessions.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased teacher performance and student achievement.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Curriculum and Instruction: Reading and Math Facilitators, campus Strategists, Title I Program Manager</td>
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</tbody>
</table>

- Results Driven Accountability

- 0% No Progress
- 0% Accomplished
- Continue/Modify
- Discontinue
Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

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

High Priority

HB3 Goal

Evaluation Data Sources: retention data, recruitment data, staff survey data

<table>
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<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td>Strategy 1: Create campus support/mentors to put procedures in place for:</td>
</tr>
<tr>
<td>1) recruitment/advertising,</td>
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<tr>
<td>2) Support and coaching and</td>
</tr>
<tr>
<td>3) retention and leadership potential.</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Decrease in Teacher Mobility from 16-20% to the state average of 11-12% or below.</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: School Improvement Department, Professional Development and Teaching and Learning.</td>
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<table>
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- ![No Progress](image)
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Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

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

HB3 Goal

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

<table>
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<tr>
<th>Strategy 1 Details</th>
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</table>
| **Strategy 1:** District-wide iPad Badges training for all staff.  
**Strategy's Expected Result/Impact:** Increased utilization of technology in the classroom.  
**Staff Responsible for Monitoring:** Campus Principals and IMS | Formative | Summative |
| | Nov | Jan | Mar | June |

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<thead>
<tr>
<th>Strategy 2 Details</th>
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</table>
| **Strategy 2:** Utilize 9 week assessment data meetings using technology to developing classroom interventions.  
**Strategy's Expected Result/Impact:** Closing the achievement gap between subgroups.  
Implementation of Intervention strategies.  
**Staff Responsible for Monitoring:** Campus Administrators  
**Results Driven Accountability - Equity Plan** | Formative | Summative |
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</thead>
</table>
Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)

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

High Priority

HB3 Goal

Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Strategy 1: Parent/Community outreach efforts will focus on GPISD opportunities for participation in school choice options, Parents’ Right to Know information, and improved campus based academic sessions. Measurements: Attendance numbers, Parent Survey results</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Priority of services clarity of GPISD focus and individual campus focus will better structure delivery of services.</td>
<td>Nov</td>
</tr>
<tr>
<td>Parent Survey information</td>
<td></td>
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<tr>
<td>Staff Responsible for Monitoring: Parent/Community Participation staff</td>
<td></td>
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<tr>
<td>Title 1 Staff</td>
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<tr>
<td>Campus Administrators</td>
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<tr>
<td>Funding Sources: printed materials - 199 - General Fund - $1,000, Right to Know Sessions - 211 - Title 1 - $1,000</td>
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</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Provide training and assistance with virtual learning activities, technology and materials to support classroom instruction and tutoring efforts. These include technology-based online academies for families throughout the year.

**Strategy’s Expected Result/Impact:** More effective home learning activities.

- Documentation: attendance, feedback for parents and mentors, feedback from students, homework results, passing rates
- **Staff Responsible for Monitoring:** Campus educators

Parent/Community Liaisons

PTA and CIC parent and community members

**Results Driven Accountability - Equity Plan**

**Funding Sources:** session expenses - 199 - General Fund - $2,000, home learning materials - 211 - Title 1 - $10,000

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<th>Reviews</th>
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0% No Progress  100% Accomplished  → Continue/Modify  X Discontinue
**Goal 4:** Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2, 3, 4) (Local Strategic Priority 6)

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

**High Priority**

**Evaluation Data Sources:** Campus inventory, purchase orders, usage data from technology and learning assessments.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Continued support and professional learning for one-to-one technology for all students to facilitate technology-based learning.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased technology usage</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Technology</td>
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<td>June</td>
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- ![No Progress](image1.png)
- ![Accomplished](image2.png)
- ![Continue/Modify](image3.png)
- ![Discontinue](image4.png)
Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2, 3, 4) (Local Strategic Priority 6)

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

Evaluation Data Sources: Classroom walk-throughs, teacher feedback, and technology and learning assessment.

<table>
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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Continued refresh of Apple Technology for campus staff. Increased utilization of Apple learning for classroom usage and teachers achieving Apple proficiency through badges.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased technology usage and improved student achievement. Student equity.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Technology Department and Campus administrators</td>
<td>Formative</td>
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Grand Prairie Independent School District
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District #057910
October 31, 2022 9:37 AM
**Goal 5:** Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

- **High Priority**
- **Evaluation Data Sources:** Incident reports, COVID-19 reporting, BOE report format.

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<th>Strategy Details</th>
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<tr>
<td><strong>Strategy 1 Details</strong></td>
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<tr>
<td>Implementation of Raptor and campus vestibules and cameras to provide safe school environments.</td>
<td>Nov</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Safe Schools and district facilities</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Student Support and Maintenance and Operations</td>
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<tr>
<td><strong>Strategy 2 Details</strong></td>
<td>Formative</td>
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<tr>
<td>School Safety drills completed monthly for emergency preparedness.</td>
<td>Nov</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Safety and Preparedness.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus administrators.</td>
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-  ◌ No Progress
-  ○ Accomplished
-  ➡ Continue/Modify
-  X Discontinue

Grand Prairie Independent School District
Generated by Plan4Learning.com

34 of 40
Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

Evaluation Data Sources: Incident and Attendance reports.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Strategy 1: Training for School staff and administrators on Safe Schools to prepare for a variety of situations.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Safe Schools</td>
<td>Nov</td>
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<tr>
<td>Staff Responsible for Monitoring: Student Support and Human Resources</td>
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</tbody>
</table>

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- Discontinue
Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

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

<table>
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<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Counselors provide Trauma-Informed Practices and training to build strategies that enable teachers and staff to deescalate students and provide social and emotional services.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Decreased behavior incidents</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Executive Director of Social &amp; Emotional Learning, Principals</td>
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<tr>
<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> The Student Mental Health and Safety Advisor works with students who have made a violent or terroristic threat and utilizes a team approach to assess and address the seriousness of violent threats.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Decrease the number of threats and provide counseling services for students who do make threats.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Student Mental Health &amp; Safety Advisor</td>
<td></td>
</tr>
</tbody>
</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue
Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, and drug prevention.

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implementation of the Comprehensive Counseling Program to provide services to infuse Social and Emotional skills and Bullying Prevention in classrooms (Be Kind and Start with Hello campaigns).</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Decrease in behavioral and discipline referrals</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Executive Director of Social &amp; Emotional Learning, Principals</td>
<td>Mar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment &amp; Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Decrease in behavioral and discipline referrals. Support students' overall wellbeing</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Student Mental Health &amp; Safety Advisor, Principals, Counseling Services, Student Support Services</td>
<td>Mar</td>
</tr>
</tbody>
</table>

0% No Progress 100% Accomplished  ➙ Continue/Modify ✗ Discontinue
## State Compensatory

### Budget for District Improvement Plan

**Total SCE Funds:** $0.00  
**Total FTEs Funded by SCE:** 18  
**Brief Description of SCE Services and/or Programs**

### Personnel for District Improvement Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarcon, Verocina</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Bryan-Edwards, Marsha A</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Cardenas, Martin</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Delgado, Gabriela Alvarez</td>
<td>Administrative Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Golden, Cheryl A</td>
<td>Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Henson, David N</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Hoeft, Ethan M</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Ingram, Erica M</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>King, Cheryl A</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Logan, Ashley Hines</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>McGee, Nancy J</td>
<td>Stem Director</td>
<td>1</td>
</tr>
<tr>
<td>Queme, La Tonya</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Rangel, Rebecca Michelle</td>
<td>Liaison</td>
<td>1</td>
</tr>
<tr>
<td>Rinell, Lloyd Robert</td>
<td>Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Solfermoser, Katherine A</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Swaim, Rebekah L</td>
<td>Therapist</td>
<td>1</td>
</tr>
<tr>
<td>Ward, Jennifer Anne</td>
<td>Strategist</td>
<td>1</td>
</tr>
<tr>
<td>Wiggs, Mary Kathryn</td>
<td>Strategist</td>
<td>1</td>
</tr>
</tbody>
</table>
## District Funding Summary

### 199 - General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>printed materials</td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>session expenses</td>
<td></td>
<td>$2,000.00</td>
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</tbody>
</table>

**Sub-Total**: $3,000.00

### 211 - Title 1

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Right to Know Sessions</td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>home learning materials</td>
<td></td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total**: $11,000.00

### 212 - Title I-C Migrant

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2</td>
<td>Migrant Recruiter salary,</td>
<td></td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total**: $10,000.00
Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<table>
<thead>
<tr>
<th>Priority for Service Criteria</th>
</tr>
</thead>
</table>
| Grades 3-12, Ungraded (UG) or Out of School (OS) | • Who have made a qualifying move within the previous 1-year period;  
  AND  
  • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. |
| Grades K-3 | • Who have made a qualifying move within the previous 1-year period;  
  AND  
  • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or  
  • For students in grades K-2, who have been retained, or are overage for their current grade level. |

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.
Priority for Service (PFS) Action Plan

School Year: 2017-2018

School District: N/A
Region: 10

Filled Out By: Myra Scrabeck
Date: 7/2017

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.

Objective(s):
To advance student success the following will be implemented:

1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Progress will be determined by the grading system of the school district and will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets.

2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success.

3. The services and/or resources provided the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas.
<table>
<thead>
<tr>
<th>Required Strategies</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitor</strong> the progress of MEP students who are on PFS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</td>
<td>September 1-August 31 of program year</td>
<td>NGS Specialist</td>
<td>PFS Tracking Report</td>
</tr>
<tr>
<td>- Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</td>
<td>Beginning of each academic school year</td>
<td>Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts</td>
<td>Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet,</td>
</tr>
</tbody>
</table>

**Additional Activities**
- See Attachment

---

<table>
<thead>
<tr>
<th>Required Strategies</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicate</strong> the progress and determine needs of PFS migrant students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- During the academic calendar, the district's Title I, Part C Migrant Coordinator <strong>in coordination with the MEP staff at the ESC</strong> will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</td>
<td>September 1-August 31 of the program year</td>
<td>NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts</td>
<td>Agendas, sign-in sheets, and PFS Tracking Report</td>
</tr>
<tr>
<td>- During the academic calendar, the district's Title I, Part C Migrant Coordinator <strong>in coordination with the MEP staff at the ESC</strong> will provide parents of PFS information on the Priority for Service criteria.</td>
<td>September 1-August 31 of the program year</td>
<td>NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts</td>
<td>Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits</td>
</tr>
</tbody>
</table>
- During the academic calendar, the district’s Title I, Part C Migrant Coordinator in coordination with the MEP staff at the ESC will make individualized home and/or community visits to update parents on the academic progress of their children.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>September 1-August 31 of the program year</th>
<th>NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts</th>
<th>Telephone and mail logs, parent signatures of home visits</th>
</tr>
</thead>
</table>

### Additional Activities
- See Attachment

### Provide services to PFS migrant students.

- The district’s Title I, Part C Migrant Coordinator in coordination with the MEP staff at the ESC will use the PFS reports to give priority placement to these students in migrant education program activities.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>September 1-August 31 of the program year</th>
<th>Migrant Administrator, migrant consultant(s), other ESC MEP staff, district program contacts</th>
<th>Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs</th>
</tr>
</thead>
</table>

- The district’s Title I, Part C Migrant Coordinator in coordination with the MEP staff at the ESC will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>September 1-August 31 of the program year</th>
<th>NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts</th>
<th>Individual Priority for Service Student Progress Review Sheets</th>
</tr>
</thead>
</table>

- The district’s Title I, Part C Migrant Coordinator in coordination with the MEP staff at the ESC will determine what federal, state, or local programs serve PFS students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>September 1-August 31 of the program year</th>
<th>Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts</th>
<th>Individual Priority for Service Student Progress Review Sheets</th>
</tr>
</thead>
</table>

### Additional Activities
- See Attachment