

**Grand Prairie Independent School District**  
**District Improvement Plan**  
**2018-2019**



# 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Grand Prairie remains the 7th largest city in the Dallas-Fort Worth Metroplex and the 15th 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 30,000 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 66.23 percent Hispanic students, 17.82 percent African-American students, 10.18 percent White students, 3.12 percent Asian/Pacific Islander students, 2.21 percent two or more races, .08 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 25% of the full 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**

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 based 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 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:** 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:** Improvements are needed for the analysis of student data to connect with campus based teacher training. **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 Academic Achievement**

### **Student Academic Achievement Summary**

Grand Prairie ISD offers all students the freedom to customize and align their education experiences based on individual interests and talents. The emphasis on Programs and Schools of choice facilitates a greater interest in succeeding in education.

**Grand Prairie ISD received a Scaled Score of 80 and a rating of B for the State of Texas.**

This rating is comprised of 3 parts:

Student Achievement with a score of 74 and a grade of C, including a 78 for STAAR Performance.

School Progress with a score of 82 and a grade of B.

Closing the Gaps with a score of 76 and a grade of C.

GPISD and all campuses utilize the System Safeguards and Critical Success Factors as well as PEIMS data and TEA assessment data for the 2017-2018 school year. Campuses are also noting the lowest content areas and student groups in the passing range for prevention and intervention strategies.

Percentage of System Safeguard Indicators met are high. Performance Rates are at 79%, Participation Rates are at 100%. Graduation Rate Indicators consist of 8 indicators and 4 were met. GPISD also Met Federal Limits on Alternative Assessments at 100%

### **Student Academic Achievement Strengths**

GPISD is the #1 Outstanding Large District in Texas. H-E-B announced statewide winners of the 16th annual H-E-B Excellence in Education Awards and Grand Prairie ISD was named the winning large school district and received a \$100,000 cash prize.

Grand Prairie ISD was recently recognized by The NAMM Foundation for it's Outstanding Support in Music Education.

Grand Prairie Fine Arts Academy Vocal Music was one of only two U.S. choirs selected to compete last spring at the 2017 Verona Choral Competition in Verona, Italy. The GPFAA team brought home the Silver Trophy, earning 2nd Place in the "Mixed Choir" category.

A total of 78 sophomores qualified in the spring of 2017 for the special invitation-only PSAT Academy, setting them on target to become National Merit Scholars.

Three Grand Prairie ISD students have been named National Merit Semifinalists after having scored in the top one percent on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) as juniors. They are among 16,000 students nationwide honored by the National Merit Program and are now eligible to compete for 7,500 scholarships worth \$32 million.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** One campus did not meet required accountability standards. **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 needs. **Root Cause:** Better training and implementation for relational capacity curriculum is needed.

**Problem Statement 3:** New teacher recruitment, retention, support methods are needed. **Root Cause:** Inexperience 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:** LEP, SPED, GT, Migrant and other special populations regularly change and improved research on effective instructional materials requires updated materials.



## District Processes & Programs

### District Processes & Programs Summary

Grand Prairie ISD operates based on our 6 Plays which are 1)Vertically and Horizontally Aligned Curriculum, 2)5E Model of Instruction, 3)Data-Driven Decisions, 4)Relational Capacity, 5)Intentional Leadership and 6)Visit What We Value. The Six Plays reflect our committment to our community as we ensure Student Achievement remains top prioirity.

Grand Prairie ISD *Kaleidoscope* Schools & Programs of Choice website is esigned 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.

### 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.

### 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:** 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:** 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.

# 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 2017 Accountability Summary, we had a 94.93% 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

## 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 prepared 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
- Grand Prairie Fine Arts Academy
- Lorezo de Zavala Environmental Science Academy
- Marchall Leadership Academy
- Rayburn ELeMentary STEAM Academy
- School for the Highly Gifted
- Travis World Language Academy
- Uplift Lee Preparatory
- White Fine Arts Academy
- Young Men's Leadership Academy at John F. Kennedy Middle School
- Young Women's Leadership Academy at Arnold

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:** 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.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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

- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)**








**Performance Objective 1:** Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth. (TEA Strategic Priorities 2 and 4)

**Evaluation Data Source(s) 1:** PLC rosters, training agendas, intervention documentation, tutoring records

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implement Progress Monitoring strategies via Data Review Process. For each 9 week instructional period, student assessments/quizzes are administered each 3 and 6 weeks. A more comprehensive assessment is administered at the 9 weeks mark. This data is reviewed to guide instructional adjustments/interventions in the classroom.</p>		Campus Administrators, Assessment Team, all teachers	Increased student achievement and academic growth for each student. Closing educational performance gaps.				
Problem Statements: Demographics 3							



<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>2) 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.</p>		<p>Teaching and Learning, Teachers and campus administrators and iCoaches</p>	<p>Improved Literacy and Reading levels of students.</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 3:</b> Improvements are needed for the analysis of student data to connect with campus based teacher training. <b>Root Cause 3:</b> Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.</p>

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (TEA Strategic Priorities 2 and 4)

**Evaluation Data Source(s) 2:** Enrollment data, GPISD assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Expansion of Bonham and Crockett EEC campuses to continue. Title I training for implementation of a schoolwide program,</p>		Combined administrative staffs of both campuses. CIC groups. Region 10 ESC advisors.	Expanded services for preschool students. Improved reading levels and literacy. Completed Region 10 training.				
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>2) GPISD will implement Pre-K Early Literacy software programming (Pre-K - 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 assists with transition from preschool into elementary.)</p>		Area Superintendents, Principals Lead Teachers, Campus principals	90% of PreK students will enter First Grade at a reading level of 1 or higher.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 2</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 3:** Improvements are needed for the analysis of student data to connect with campus based teacher training. **Root Cause 3:** 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 Academic Achievement**










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

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (TEA Strategic Priority 3)

**Evaluation Data Source(s) 3:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

**Summative Evaluation 3:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Implementation of College and Career Fairs for all grade levels. Elementary-Presentations from 5th graders on colleges and careers. Secondary-District-wide College and Career Fair.</p>		Communications and Counseling Departments. College Coordinators	Increased enrollment in colleges, increased college graduations, more internships for careers with job offers uponm graduation.				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4</p> <p>2) College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for student interested in dual credit. Provide Junior level teachers for dual credit classes</p>		Post Secondary Readiness staff, Campus College Readiness contacts, College Coordinators.	Improved average TSI/SAT/ACT scores for each campus and the district.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Program Pathways to Scholarship Program for high school students: Offer assistance to parents and students in the process of effective scholarship applications, particularly targeting low income students.</p>		Principals, School Improvement Office staff, Migrant staff, Homeless staff, College Coordinators.	Scholarships awards and applications increase annually.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

**Evaluation Data Source(s) 4:** PEIMS data, completion rates. STAAR data, GPISD progress reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) 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.</p>		GPISD central staff, campus administrators, counselors, Homeless Liaison.	Increased completion and graduation rates. Services provided to students in need and their families.				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Implementation of Career Cruising to gauge student talents and gifts and potential career interests beginning in grade 3</p>		Counselors	Goal Setting for students and individualized graduation plans are created for students based on pathway or program of choice.				
	Problem Statements: Demographics 1 - School Processes & Programs 1, 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

**Demographics**

**Problem Statement 1:** Enhanced communication for families about services provided by the district and campuses. **Root Cause 1:** A community of diverse learners also includes families and students who speak more languages.

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

### **Student Academic Achievement**

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

### **School Processes & Programs**

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



**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.








**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 5:** Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk) (TEA Strategic Priorities 2 and 4)

**Evaluation Data Source(s) 5:** tutoring records, prescriptive interventions cocumentation

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Utilize multiple and diverse measures, both quantitative and qualitative, to identy students for gifted services and programs K-12.</p>	2.4, 2.5	Reading Interventionists, classroom teachers, administrators.	Increased identification of Gifted and Talented students. Increased growth for GT students.				
	Problem Statements: Demographics 3						
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) GPISD will implement TX Migrant Education Program Statewide Needs and prescribed supplemental services. * Promotion rates from 1st to 2nd grade * Summer remediation programs * MS student study skills, interventions and homework assistance * Increased on-time graduation * Increased make-up work for secondary students with late entry or early withdrawal.</p>	2.4, 2.6	Migrant Program Coordinator Campus Administrators Classroom Teachers	Improved academic achievement for students of all subgroups and supplemental services are provided based on student need.				
	Problem Statements: Demographics 2 - Student Academic Achievement 2, 3 Funding Sources: 212- Title I-C Migrant - 10000.00						

<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4  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.	2.4, 2.5, 2.6	Teaching and Learning central staff in partnership with Campus Lead Teachers and iCoaches.	Purchase of programs needed to facilitate student achievement. Student progress in Reading and Math. Provide additional services to students based on needs (Migrant, himeless, SPED, ELL).				
	Problem Statements: Demographics 3 - Student Academic Achievement 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> We have a high Mobility rate. <b>Root Cause 2:</b> Families transition in and out of the district due to a limited amount of affordable housing in the area.
<b>Problem Statement 3:</b> Improvements are needed for the analysis of student data to connect with campus based teacher training. <b>Root Cause 3:</b> Professional Learning Communities at the campus have concentrated on data analysis for student interventions and stopped short in some cases for informing teacher training.
<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Relational capacity growth is needed to reach students to address academic needs. <b>Root Cause 2:</b> Better training and implementation for relational capacity curriculum is needed.
<b>Problem Statement 3:</b> New teacher recruitment, retention, support methods are needed. <b>Root Cause 3:</b> Inexperience teachers (Less than 2 years) serve on campuses in high percentages on campuses of high poverty and students of color.



**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 6:** Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

**Evaluation Data Source(s) 6:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Implement TEKS Resource System curriculum and Capturing Kids' Hearts to provide an education for the whole child and build relational capacity.</p>		Teaching and Learning, Principals, iCoaches, and teachers.	Increased real world engagement based on improving relational capacity.				
Problem Statements: Student Academic Achievement 2							
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) Implement curriculum and activities for anti-bullying, teen dating violence and violence prevention via research based programs coordinated at the central level. Monitor incident reports for bullying and violence for longitudinal data showing decreases in these behaviors.</p>		Counseling Depaartment and campus Counselors, Social Workers, Truancy Officers, Campus Administrators, Campus Teachers and support staff.	Improved climate and a safe environment conducive for learning. Rachel's Challenge and Capturing Kids' Hearts implementation.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) Coordinated School Health programs for each campus compliant with regulations. Bienstar Coordinated School Health Program text is utilized for 5th Grade Human Growth and Development curriculum. AIM for Success is utilized for 6th-12th grade presentations on the risks of sexual activity, drugs and sexual abuse.</p>		Director of Nursing and Campus Nurses and Counselors	Improved climate and a safe environment conducive for learning. Rachel's Challenge and Capturing Kids' Hearts implementation.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 6 Problem Statements:**

**Student Academic Achievement**

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








**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 7:** Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

**Evaluation Data Source(s) 7:** Attendance Reports.

**Summative Evaluation 7:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>1) Provide campuses with Attention2Attendance software to improve monitoring and interventions for students with attendance challenges.</p>	2.4, 2.5	Attendance Clerks/PEIMS	Improved campus attendance rate and improved student achievement.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							



**Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walk-through, teacher evaluations.(TEA Strategic Priority 1)**

**Performance Objective 1:** Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

**Evaluation Data Source(s) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>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 noted in SS.</p>		Content Facilitators and Strategists, iCoaches, Campus Administrators and Teachers	Structured support for instructional planning and implementation of the strategies. PLC's and district planning days.				
	Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2						
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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 and campus training on assessment administration, guided reading training, campus walk throughs, progress monitoring, kindergarten round ups and parent sessions.</p>		Curriculum and Instruction: Reading and Math Facilitators, campus Strategists, Title I Program Manager	Increased teacher performance and student achievement.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2						

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Performance Objective 1 Problem Statements:**








<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Relational capacity growth is needed to reach students to address academic needs. <b>Root Cause 2:</b> Better training and implementation for relational capacity curriculum is needed.
<b>Problem Statement 3:</b> New teacher recruitment, retention, support methods are needed. <b>Root Cause 3:</b> Inexperience teachers (Less than 2 years) serve on campuses in high percentages on campuses of high poverty and students of color.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Staff assignments need reconsideration for teaching strengths and interest for retention efforts. <b>Root Cause 2:</b> While curriculum reconfigurations have changed, teaching assignments require further improvement to match interest and effectiveness to assignment.

**Goal 2:** Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walk-through, teacher 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. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

**Evaluation Data Source(s) 2:** retention data, recruitment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Create a Task Force to get information on methods to attract, support, and retain teachers (especially Millennials). Create committees to put procedures in place for 1) recruitment/advertising, 2) Support and coaching and 3) retention and leadership potential.</p>		Area Superintendents, School Improvement Department, Human Resources, Professional Development and Teaching and Learning.	Decrease in Teacher Mobility from 16-20% to the state average of 11-12% or below.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**









Student Academic Achievement
<b>Problem Statement 2:</b> Relational capacity growth is needed to reach students to address academic needs. <b>Root Cause 2:</b> Better training and implementation for relational capacity curriculum is needed.
<b>Problem Statement 3:</b> New teacher recruitment, retention, support methods are needed. <b>Root Cause 3:</b> Inexperience teachers (Less than 2 years) serve on campuses in high percentages on campuses of high poverty and students of color.
School Processes & Programs
<b>Problem Statement 2:</b> Staff assignments need reconsideration for teaching strengths and interest for retention efforts. <b>Root Cause 2:</b> While curriculum reconfigurations have changed, teaching assignments require further improvement to match interest and effectiveness to assignment.

**Goal 2:** Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walk-through, teacher evaluations.(TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

**Evaluation Data Source(s) 3:** PLC feedback, lesson plans, student achievement data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) District-wide Apple Badges training for all staff.		Campus Principals and Campus Tech	Increased utilization of technology in the classroom.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  2) 9 week assessment data meetings using technology to developing classroom interventions.		Campus Administrators	Closing the achievement gap between subgroups. Implementation of Intervention strategies.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)**

**Performance Objective 1:** GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

**Evaluation Data Source(s) 1:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Establish procedures and calendars for EIC meetings, information sharing, feedback methods and timelines.		Student Support Services and Safety Department Staff.  Title I central staff	Clearer expectations of membership in the EIC will attract more participation and provide clearer documentation of compliance with site-based decision making regulations.				
	Problem Statements: Perceptions 1 Funding Sources: 199 - General Fund - 250.00						
<b>Critical Success Factors</b> CSF 3 2) Restructure the assignments and evaluation process to connect Parent/Community Liaisons to assigned campuses.  Liaisons will serve as ad hoc members of the Campus Improvement Committee.		Executive Director for Parent/Community Involvement.  Campus Administrators	Better attendance and participation in campus based Parent/Community sessions and activities.  Improved campus services and collaboration with campus educators and administrators.				
	Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 250.00, 211 - Title 1 - 500000.00						

**Performance Objective 1 Problem Statements:**

**Perceptions**



**Problem Statement 1:** Participation in planning and development of instructional programs is low. **Root Cause 1:** 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 2:** Parent/Community Liaisons have been housed and evaluated centrally. Campus based services and evaluations are needed.

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 2:** Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

**Evaluation Data Source(s) 2:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 3 CSF 5  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		Parent/Community Participation staff	Priority of services clarity of GPISD focus and individual campus focus will better structure delivery of services.				
		Title 1 Staff  Campus Administrators	Parent Survey information				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 1000.00, 211 - Title 1 - 1000.00							
							

**Performance Objective 2 Problem Statements:**



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

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 3:** Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

**Evaluation Data Source(s) 3:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 1) Provide training and assistance with home learning activities and materials to support classroom instruction and tutoring efforts.		Campus educators	More effective home learning activities.				
		Parent/Community Liaisons PTA and CIC parent and community members	Documentation: attendance, feedback fro parents and mentors, feedback from students, homework results, passing rates				
Problem Statements: Perceptions 3 Funding Sources: 199 - General Fund - 2000.00, 211 - Title 1 - 10000.00							
							

**Performance Objective 3 Problem Statements:**








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

**Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)**

**Performance Objective 1:** Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

**Evaluation Data Source(s) 1:** Campus inventory, purchase orders, usage data

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) District implementation of the one-to-one technology roll out for students grades 6-12 and classroom sets for grades PreK-5.</p>		Technology and Campus Techs	Increased technology usage and mastery of Apple badges for students.				
<p>  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**Goal 4: Instructional Technology:** Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

**Performance Objective 2:** GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

**Evaluation Data Source(s) 2:** classroom walkthroughs, teacher feedback, usage logs

**Summative Evaluation 2:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 2 CSF 6 CSF 7</p> <p>1) New Apple Technology deployment for campus staff. Increased utilization of Apple programming for classroom usage and teachers achieving Apple proficiency through badges.</p>		Technology Department and Campus administrators	Increased technology usage and improved student achievement. Student equity.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)**

**Performance Objective 1:** GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

**Evaluation Data Source(s) 1:** Incident reports. BOE report format.

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Implementation of Raptor and campus vestibules and cameras to provide safe school environments.		Student Support and Maintenance and Operations	Safe Schools and district facilities				
<b>Critical Success Factors</b> CSF 6 2) School Safety drills completed monthly for emergency preparedness.		Campus administrators.	Safety and Preparedness.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: Safe and Orderly Environment:** GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

**Evaluation Data Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS Critical Success Factors CSF 6</b></p> <p>1) Training for School staff and administrators on Safe Schools to prepare for a variety of situations.</p>		Student Support and Human Resources	Safe Schools				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alarcon. Verocina	Strategist	T & L	1
Bryan-Edwards, Marsha A	Strategist	T & L	1
Cardenas, Martin	Strategist	T & L	1
Delgado, Gabriela Alvarez	Administrative Secretary		1
Golden, Cheryl A	Counselor		1
Henson, David N	Strategist	T & L	1
Hoefl, Ethan M	Strategist	T & L	1
Ingram, Erica M	Strategist	T & L	1
King, Cheryl A	Strategist	T & L	1
Logan, Ashley Hines	Strategist	T & L	1
McGee, Nancy J	Stem Director	T & L	1
Queme, La Tonya	Strategist	T & L	1
Rangel, Rebecca Michelle	Liaison		1
Rinell, Lloyd Robert	Transportation		1
Solfermoser. Katherine A	Strategist	T & L	1
Swaim, Rebekah L	Therapist		1
Ward, Jennifer Anne	Strategist	T & L	1
Wiggs, Mary Kathryn	Strategist	T & L	1



## Academic Excellence Improvement Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Susan Simpson Hull	Superintendent
Administrator	Janna Burns	Principal YWLA
District-level Professional	Robert Steeber	HR Representative
Parent	Jennifer McDonald	Parent
Teacher	Mario Orozco	Teacher
Teacher	Sherrita Robinson	Teacher
Teacher	David McCraw	Teacher
Teacher	Sue Mendoza	Teacher
Teacher	Kevin Pennebaker	Teacher
Teacher	Tiffani Marich	Teacher
Teacher	Robert Edwards	Teacher
Administrator	Laigha Boyle	Associate Principal
Teacher	Amber Keller	Teacher
Teacher	Cristal Diaz	Teacher
Teacher	Tracie Loreda	Teacher
Teacher	Amber Wilson	Teacher
Teacher	Monica Manning	Teacher
Teacher	Irma Zamarripa	Teacher
Teacher	Jeanetta Gray	Teacher
Teacher	Sharon Solis	Teacher
Teacher	Amanda Esquivel	Teacher
Teacher	Robert Brown	Teacher
Administrator	Metric Manning	Administrative Intern
Assistant Principal	Tiffany Smith	Assistant Principal
Teacher	Courtney Lee	Teacher

Teacher	Mary Smith	Teacher
Teacher	Yaritza Santiago	Teacher
Teacher	Susan Wehe	Teacher
Administrator	Vern Alexander	Deputy Superintendent

# District Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	materials costs		\$250.00
3	1	2	Copying costs, materials		\$250.00
3	2	1	printed materials		\$1,000.00
3	3	1	session expenses		\$2,000.00
<b>Sub-Total</b>					<b>\$3,500.00</b>
<b>211 - Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	2	Liaison Salaries		\$500,000.00
3	2	1	Right to Know Sessions		\$1,000.00
3	3	1	home learning materials		\$10,000.00
<b>Sub-Total</b>					<b>\$511,000.00</b>
<b>212- Title I-C Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	2	Migrant Recruiter salary,		\$10,000.00
<b>Sub-Total</b>					<b>\$10,000.00</b>
<b>Grand Total</b>					<b>\$524,500.00</b>