

**Grand Prairie Independent School District**  
**District Improvement Plan**  
**2015-2016**



# 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.

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment .....  | 5  |
| Needs Assessment Overview .....   | 5  |
| Demographics .....  | 6  |
| Student Achievement .....   | 7  |
| District Culture and Climate .....  | 10 |
| Staff Quality, Recruitment, and Retention .....   | 12 |
| Curriculum, Instruction, and Assessment .....   | 14 |
| Family and Community Involvement .....  | 16 |
| District Context and Organization .....   | 18 |
| Technology .....  | 19 |
| Comprehensive Needs Assessment Data Documentation .....   | 20 |
| Goals .....   | 23 |
| Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements) .....  | 22 |
| Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements) .....   | 26 |
| Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District. ....  | 32 |
| Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections) ..... | 33 |
| Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section) .....  | 37 |
| Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections) .....   | 41 |

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| Goal 7: 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections) . . . . . | 44 |
| Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements) . . . . .  | 46 |
| State System Safeguard Strategies . . . . .   | 49 |
| Federal System Safeguard Strategies . . . . .   | 50 |
| State Compensatory . . . . .  | 51 |
| Personnel for District Improvement Plan: . . . . .  | 51 |
| Title I . . . . .   | 52 |
| Schoolwide Program Plan . . . . .   | 52 |
| Ten Schoolwide Components . . . . .   | 52 |
| 2015-2016 Education Improvement Committee . . . . .   | 56 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

The Needs Assessment process cycle begins each Spring with a full review of the District Improvement Plan, including the notations for Formative Checks throughout the year. A DIP Summative Review narrative is generated to focus the Needs Assessment process that begins a new District Improvement Plan. This DIP Summative is generated by the Administrative team and appropriate staff. The DIP Summative Review, student achievement data, staff development data and other relevant data is prepared for review with the Education Improvement Committee at the end of the year. The Questions to Consider list serves to generate discussion on each of the areas within the Needs Assessment.

The end of the year portion of the Needs Assessment generates proposed changes in District and Campus Goal Areas and Performance Objectives. Edits for Goal Areas and Performance Reviews are prepared for the required Board of Education Review scheduled for June. The GPISD Education Improvement Committee continues to review individual Strategies to note them for continuation, edits or discontinuation for the upcoming school year.

In September, after Board of Education Review of District and Campus Goal Areas and Performance Objectives, GPISD convenes the Education Improvement Committee with newly elected or appointed members to review the District Improvement Plan and to finalize Strategies and related budget concerns for the DIP. The updated EIC members review again appropriate data and Questions to Consider for necessary edits from the previous EIC review and work. The DIP is finalized and purchases are then attached to the DIP for the current school year. Campuses follow this same timeline and purchases then are attached to the new Campus Improvement Plans.

# Demographics

## Demographics Summary

Grand Prairie Independent School District (GPISD) covers 58 square miles in the heart of the Dallas-Fort Worth Metroplex and serves approximately 27,000 students within the Dallas County portion of the City of Grand Prairie, Texas. The district has 39 campuses including 4 high schools, seven middle schools, three 6-12 campuses, 22 elementary schools, 2 Early Childhood Education Centers and a secondary alternative education campus. Two new Early College High School Programs will operate this year at Grand Prairie High School and South Grand Prairie High School. GPISD has also partnered to open an internal charter, Uplift Lee elementary. Of these 39 campuses, 19 are operating a full School of Choice or a partial Program of Choice within the neighborhood school.

Data analysis and resulting discussion supports a need to continue process improvements in the identification of at risk students. This information is provided to classroom teachers, administrators, social workers and counselors as needed to drive instruction and supplemental services.

## Demographics Strengths

- Demographic data is fairly stable over the last 3 years.
- Programs and Schools of Choice are expanding and gaining enrollment.
- Approximately 24% of students are enrolled in Career and Technology programs.
- Over 8% are identified as Gifted and Talented.
- GPISD attendance is over 92%.
- Migrant population has decreased.
- Four year completion rate is consistent.

## Demographics Needs

1. Improve at-risk identification, reporting and instructional focus and supplemental services, materials.
2. Evaluation and improve Programs and Schools of Choice.
3. Focus on Migrant, at risk, LEP, GT, SPED student identification improvements and Plan of Service.



## **Student Achievement**

### **Student Achievement Summary**

As a district, GPISD has an Accountability Rating from the Texas Education Agency of Met Standard. Performance Index Report shows:

GPISD Student Achievement Index at 14 points above the target score,

GPISD Student Progress Index at 16 points above the target score.

GPISD Closing Performance Gaps at 13 points above the target score.

GPISD Postsecondary Readiness at 16 points above the target score.

GPISD and all campuses utilize the System Safeguards and Critical Success Factors as well as PEIMS data and TEA assessment data. 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 85%, Participation Rates are at 95%. Graduation Rate Indicators consist of 9 indicators and are all met.

ELL Safeguards on ELL indicators (60%) were not met in Reading at two schools, one MS and one ES. Nine elementary schools scored below the ELL Indicator for Writing. Seven elementary schools scored below the ELL Indicator for Science. For the Federal Accountability (PBMAS 70%) indicator the number of schools not reaching the ELL Indicator increased to seven for reading, thirteen for writing and ten for science.

### **Student Achievement Strengths**

- All Performance Indicators exceed the target scores.
- System Safeguard Indicators are high.

### **Student Achievement Needs**

1. Assist individual campuses with addressing any area noted as below standard.
2. Improve student identification processes and education plans or modifications for migrant and at risk students.
3. Content Facilitator and Instructional Coaches collaboration on SPED and ELL indicators, both State and Federal Accountability indicators for reading, writing and science.
4. Improved assessment procedures for ELL students to determine effective interventions in reading, writing and science.



5. Develop related training and information through PLC work to include SIOP.

## District Culture and Climate

### District Culture and Climate Summary

GPISD addresses culture and climate issues through the operation of District level Education Improvement Committee (EIC) work and Campus Improvement Committee (CIC) work for active participation in the operation of GPISD and individual campuses. We also utilize an annual Parent Survey (noted in that section of the DIP). GPISD also employs a full time licensed counselor in the Employee Assistance Program to assist staff with a broad spectrum of issues to improve the work environment.

GPISD also utilizes an annual performance report noting the number rate and type of disciplinary offenses occurring on campuses (TEC Section 39.053). Fighting is the number one incident reported by GPISD. The GP police department reports incidences of disorderly conduct, assaults-not aggravated, larceny or theft, motor vehicle theft and drug possession.

The *GPISD Code of Conduct* is distributed annually to communicate expectations for behavior, dress code and other issues. Title I Campuses obtain signed Parent/School Compacts that set expectations and requirements for ensuring an effective culture and climate for learning. In addition, GPISD participates in an anti-bullying program annually.

### District Culture and Climate Strengths

- Anti-bullying program implementation
- Enrollment in Programs and Schools of Choice
- Reduction in discipline referrals
- Improved communication on referrals to DAEP to keep instruction on target.
- Attendance figures higher or maintained for most schools.

### District Culture and Climate Needs

1. Improvements in EIC and CIC participation and a timeline change for Needs Assessments and CIP development.
2. Continue improvement strategies for referral process for students to DAEP to improve the transition to the program.

3. Continue anti-bullying programming.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Highly qualified designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. 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.

GPISD is compliant with the Highly Qualified Teacher Continuous Improvement Plan process with results documented annually. An equity analysis and required performance objectives are included in this plan and must be 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-two elementary campuses are designated as Title I, Part A schoolwide programs due to high poverty levels. For secondary campuses the trend is reversed; campuses with the highest numbers of inexperienced teachers are the campuses with the lowest 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.

### **Staff Quality, Recruitment, and Retention Strengths**

- GPISD has been 100% compliant with Highly Qualified teacher requirements.
- GPISD continues to have excellent response to job postings for instructional positions.

### **Staff Quality, Recruitment, and Retention Needs**

1. Continue content Strategists and iCoaches serving campuses to assist teachers with the application of training concepts into the teaching and learning

environment.

2. Improve completion rates for GPISD teaching training components/sessions.
3. Assist campuses with the development of a CIC approved campus training plan.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

GPISD focuses on proper alignment of curriculum - instruction - assessment. Each 9 week period is defined with curriculum overview concepts as well as student expectations for every grade level and core subject area. Instructional focus captures guiding questions, misconceptions, vocabulary and purpose statements for each lesson. School Improvement Requirements mandate strategies to strengthen the academic program with effective research based strategies and actions to address teaching and learning.

Analysis supported a continuation and improvement of the Data Review process currently in place to every 3, 6 and 9 weeks. Professional Learning Communities at each school, and collaboratively at the district level, analyze these data reviews and address necessary actions or strategies needed to move forward. For the 15-16 school year a similar process is in place to share the data review with students for them to generate a personal growth plan of actions and strategies for improvement.

GPISD continues to provide Content Facilitators and Strategists, as well as campus based Instructional Coaches. These individual assist with the Data Review process and the resulting plans of action and strategy plans developed by teachers and students.

### **Curriculum, Instruction, and Assessment Strengths**

GPISD Accountability Rating from TEA is Met Standard for all Performance Index areas.

- Student Achievement 74, over the required score of 50.
- Student Progress 36, over the required score of 20.
- Closing Performance Gaps 41, over the required score of 28.
- Postsecondary Readiness 73, over the required score of 57,

In addition, 31% of Eligible Measures were in the Top Quartile of Postsecondary Readiness.

### **Curriculum, Instruction, and Assessment Needs**

1. Utilize Instructional Specialist to assist teachers and students with data driven action and strategy plans.

2. Prioritize campuses based on student assessment data for focuses services, particularly Title I campuses.
3. Provide guidance to planning year efforts of new campuses.
4. Add the services of a College Coordinator in the Post Secondary Readiness program to assist parents and students with preparation of college applications and the pursuit of financial assistance and grants.

## Family and Community Involvement

### Family and Community Involvement Summary

Data analysis, feedback from parents and assistance from TEA via Region 10 ESC shows a need for improved communication regarding Parent and Community Involvement. GPISD and each campus continue to utilize the Education Improvement Committee at the district level and the Campus Improvement Committees for each school. These committees include teachers as well as parents and community members. The GPISD Education Improvement Committee (EIC) assists district administrators with reviewing district data, analyzing district strengths and needs, evaluating current efforts and updating the District Improvement Plan. The Comprehensive Needs Assessment (CNA) process confirmed that the current GPISD Goal Statements are legally compliant and serve to address areas suggested by the Texas Education Agency for an effective CNA. Any parent or community member may participate in this process, or provide feedback to the EIC, by contacting Dr. Vern Alexander, Deputy Superintendent of Student Support Operations, at any time during the year.

A continuing need exists for improved documentation of attendance and feedback from parent and community participants. Improvement efforts will focus on increasing parent participation within the existing structure. GPISD will also communicate with parents through the current structure about the expansion of *Programs and Schools of Choice*. Noted for continuous improvement is the application and selection process for these schools.

Activities and events for parent and community participation include extended day and evening sessions developed by the campuses to provide parent/student learning activities for “back to school” information and core curriculum areas such as reading, math and science. Current district parent and community activities concentrate on health and nutrition, accessing information and services, language development, parenting and home teaching and learning activities. The district provides an annual Showcase in January to highlight programs and schools of choice.

GPISD also offers an annual health and education fair assisted by community, state and federal organizations. Sessions cover scholarship and other college readiness information, health information such as asthma and diabetes management and parenting sessions regarding targeted issues such as truancy, bullying, drug and alcohol abuse, domestic violence and raising responsible children and youth. These activities support state curriculum requirements for a comprehensive health education program, citizenship development and new mandates to address bullying and domestic violence.

Survey information noted a need for parent sessions that better prepared parents to assist students with homework and academic achievement.



## **Family and Community Involvement Strengths**

- Expansion of the Parent Involvement Centers to two locations and renamed Learning Elevated for All Parents (LEAP) centers.
- Improved coordination with campuses for parent learning sessions.

## **Family and Community Involvement Needs**

1. Improve coordination between GPISD sessions at the LEAP Centers with campus based sessions.
2. Improve computer access to parents for policies, compacts, student progress etc.

## **District Context and Organization**

### **District Context and Organization Summary**

For the 2015-2016 school year, the context and organization of the efforts of GPISD have expanded to include a formal Administrative Review for the Comprehensive Needs Assessment process and to implement collaboratively developed, data driven plan of action from each campus called "10 to Win". The Administrative Team includes the Deputy Superintendent for Academics, the Assistant Superintendents for School Improvement and Teaching and Learning, and the four Chiefs of Schools, each responsible for an assigned cluster of schools.

Collaborative reviews and data driven decision making begins with the Administrative Team review. GPISD continues to focus on improvements for collaborative decision making through our Education Improvement Committee at the district level and the Campus Improvement Committees at the campus level.

GPISD is continuing and improving our Programs and Schools of Choice throughout the district, We have doubled our capacity for serving pre-kindergarten students with the addition of a new Early Childhood Education campus. We are adding a World Language Academy and an internal charter with the Uplift program. Programs of Choice are specialized instructional programs offered within an existing neighborhood school. Schools of Choice are campuses completely organized around a specialized instructional programs such as STEM or Fine Arts.

### **District Context and Organization Strengths**

- An expanding, high quality system of Programs and Schools of Choice
- An Administrative Review process for better data analysis of progress and needs

### **District Context and Organization Needs**

1. A new GPISD Play for Visit What You Value to focus on managing and monitoring process and program improvements
2. A new timeline for the Needs Assessment process that will begin at the end of each schoolyear and feed into the DIP and CIP development process as each school year begins.
3. A full planning year for 3 newly defined campuses: Crockett EEC, Travis World Language Academy, Uplift Lee Academy (internal charter).

# Technology

## Technology Summary

While much progress has been made acquisition and utilization of technology in the classroom, a review of documentation and progress shows a need for improvements. GPISD has a new Director of Technology Integration. Instructional Media Specialists serve each campus and a mentor program is being implemented to assist these Specialists to work with teachers to expand and improve classroom utilization.

GPISD is initiating beta testing of a district-wide learning management system for technology use. In addition, we are exploring the implementation of classroom security plans,

Efforts continue to increase to a one to one ratio in our Programs and Schools of Choice to better support the teaching and learning specialities of these schools. They include, but are not limited to, Dubiski Career HS, You Women's Leadership Academy, Grand PrairieFine Arts Academy, Early College High School, School for the Highly Gifted and OnRamps.

## Technology Strengths

- Instructional Media Specialists at each campus
- Instructional Media Mentors assigned
- 1 to 1 program expansion
- Director of Technology Integration in place

## Technology Needs

1. A revised and update Digital Integration Plan for GPISD
2. Continued improvements in services offered by Instructional Media Specialists
3. Continued improvements in services offered by Instructional Media Mentors

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- NCLB 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

## **Support Systems and Other Data**

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




- Budgets/entitlements and expenditures data
- Study of best practices













# Goals

**Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)**

**Performance Objective 1:** Grand Prairie ISD student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.

**Summative Evaluation:** STAAR results, Indices 1-4 and Distinctions.

| Strategy Description  | Title I    | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews   |   |   |      |
|---|------------|---|---|---|---|---|------|
|   |            |   |   | Nov   | Jan   | Mar   | June |
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</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 performance adjustments in the classroom.</p> | 1, 2, 8, 9 | <p>Campus Administrators, Assessment Team, all teachers</p> <p>TIMELINE: For each 9 week period assessments are done the 4th week, 7th week and 10th week for review. The Formative Reviews are completed in the months noted here - November, January, March and June.</p> | <p>Progress Monitoring records, lesson plans</p> <p>Cumulative records show increased performance documented from each Progress Monitoring cycle.</p> |  |  |  |      |
| Funding Sources: 199 - General Fund - \$100.00  |            |   |   |   |   |   |      |

|   |                       |  |   |   |   |   |   |
|---|-----------------------|--|---|---|---|---|---|
| <p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>2) 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.</p>   | <p>1, 2, 8, 9, 10</p> | <p>Teaching and Learning central staff in partnership with Campus Lead Teachers.</p> | <p>Appropriate documentation for purchases of both software and classroom printed materials. Connction to DIP and CIP related strategies.</p> |   |   |   |   |
| <p>Funding Sources: 199 - General Fund - \$10000.00, 211 - Title 1 - \$10000.00</p>   |                       |  |   |   |   |   |   |
| <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>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.</p>  | <p>1, 2, 9</p>        | <p>Teaching and learning staff, campus administrators, teachers and iCoaches.</p>    | <p>CIPs, lesson plans, iCoach records of classroom implementation.</p>  |  |  |  |  |
| <p>Funding Sources: 199 - General Fund</p>  |                       |  |   |   |   |   |   |
| <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |                       |  |   |   |   |   |   |



**Goal 1:** Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 2:** Grand Prairie ISD will implement effective services and strategies for identified student groups: Migrant, SPED, Gifted and Talented, LEP and specific student groups identified by assessments.

**Summative Evaluation:** Program directors documentation, SS and Acct Report data

| Strategy Description  | Title I     | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|---|-------------|---|--|-------------------|-----|-----|------|
|   |             |   |  | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) Utilize multiple and diverse measures, both quantitative and qualitative, to identify students for gifted services and programs K-12.</p>  | 2, 8        | Post Secondary Reading staff, Campus Selection Committees   | Campus Selection Committee reports, Student Summary profiles, Spanish non-verbal assessments, GT testing summary reports, ethnicity and language data. |                   |     |     |      |
| Funding Sources: 199 - General Fund   |             |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>2) GPISD will implement TX Migrant Education Program Statewide Needs and prescribed supplemental services.<br/>* Promotion rates from 1st to 2nd grade<br/>* Summer remediation programs<br/>* MS student study skills, interventions and homework assistance<br/>* Increased on-time graduation<br/>* Increased make-up work for secondary students with late entry or early withdrawal.</p>                                   | 1, 7, 9, 10 | Migrant Program Coordinator<br>Campus Administrators<br>Classroom Teachers                              | Migrant data on the points listed.,<br><br>Documentation of supplemental services to address these needs.  |                   |     |     |      |
| Funding Sources: 212- Title I-C Migrant - \$5000.00   |             |   |  |                   |     |     |      |
| <p><b>State System Safeguard Strategy</b><br/><b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>3) GPISD implements a full Limited English Proficiency (LEP) program of instruction. Title III funds augment Title I efforts within schoolwide programs. Elementary schools are developing Dual Language programs as well. Training opportunities are encouraged to provide all teachers with Bilingual Education certification.</p> | 1, 2, 9, 10 | GPISD central staff within Teaching and Learning Department.<br>Campus Administrators and Lead Teachers | Student assessments. Campus scheduling. Numbers of certified teachers.   |                   |     |     |      |
| Funding Sources: 263 Title III - \$100000.00, 211 - Title I - \$300000.00   |             |   |  |                   |     |     |      |
| = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue   |             |   |  |                   |     |     |      |

**Goal 1:** Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 3:** Grand Prairie ISD will implement a 6th Play, Visit What You Value, to improve progress monitoring and to ensure effective program implementation.














**Summative Evaluation:** 10 to Win Presentations and documentation, Principals and department leaders records.

**Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)**

**Performance Objective 1:** GPISD will refine and expand activities for building college-bound and workforce-ready students with strong character, ethics and integrity.

**Summative Evaluation:** Index 4, District Plan, Campus Plans
















| Strategy Description  | Title I    | Staff Responsible for Monitoring                                   | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|---|------------|--|---|-------------------|-----|-----|------|
|   |            |  |   | Nov               | Jan | Mar | June |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for student interested in dual credit. Provide Junior level teachers</p>   | 1, 3, 8, 9 | Post Secondary Readiness staff, Campus College Readiness contacts  | <p>Attendance records for student attendance in readiness prep sessions.</p> <p>Junior class teacher attendance rec ords for prep training.</p> |                   |     |     |      |
| Funding Sources: 199 - General Fund   |            |  |   |                   |     |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>2) College reading assessments: Analyze college readiness data to identify student for participation in TSI/SAT/ACT assessments, as well as enrollment in Advanced Placement and Dual Credit courses.</p> | 1, 8, 9    | Post Secondary Readiness staff, Campus College Readiness contacts. | Participation records, enrollment records,  |                   |     |     |      |
| Funding Sources: 199 - General Fund   |            |  |   |                   |     |     |      |

|   |             |  |  |   |   |   |   |
|---|-------------|--|--|---|---|---|---|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) 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>  | 1, 6, 10    | Principals, School Improvement Office staff, Migrant staff, Homeless staff | Participation records, scholarship applications and awards.        |   |   |   |   |
| Funding Sources: 211 - Title 1  |             |  |  |   |   |   |   |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 5</p> <p>4) College Coordinator position and actions</p>  | 1, 2, 6, 10 | Coordinator position a   | Coordinator's records, student matriculation into college programs |  |  |  |  |
| Funding Sources: 211 - Title 1 - \$80000.00   |             |  |  |   |   |   |   |
| <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |             |  |  |   |   |   |   |

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 2:** GPISD will design and implement instructional alignment to ensure student growth.










**Summative Evaluation:** Teaching and learning documentation.

| Strategy Description  | Title I       | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews  |  |  |  |
|---|---------------|--|---|--|--|--|--|
|   |               |  |   | Nov  | Jan  | Mar  | June   |
| <p><b>Critical Success Factors</b><br/>CSF 2</p> <p>1) Implement Data Reviews and Curriculum Reviews for each 9 week period to align curriculum with student assessments. 3, 6 and 9 student assessments of the curriculum for the grading period will inform performance adjustments for instruction</p>   | 1, 2, 4, 8, 9 | Research and Assessment staff. Teaching and Learning staff, facilitators, iCoaches                     | Data Review session documentation, assessment scores, lesson plans  |   |   |   |  |
|   |               |  |   | Funding Sources: 199 - General Fund  |  |  |  |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 2 CSF 3</p> <p>2) 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>   | 1, 3, 5, 8, 9 | Content Facilitators and Strategists, iCoaches, Campus Administrators and Teachers                     | PLC meeting documentation, lesson plans   |   |   |   |  |
|   |               |  |   | Funding Sources: 199 - SCE   |  |  |  |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 2 CSF 3</p> <p>3) 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 | Documentation of data analysis and identification of highest need schools. Documentation of CIP strategies to support expanded services. Strategists and iCoach documentation of expanded services. |  |  |  |  |
|   |               |  |   | Funding Sources: 211 - Title I   |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue             |               |  |   |  |  |  |  |

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 3:** GPISD will implement all School Improvement Program requirements for the District and designated campuses as measured by implementation reports to the Texas Education Agency.

**Summative Evaluation:** School Improvement Program reports and end of the year data.

| Strategy Description  | Title I          | Staff Responsible for Monitoring   | Evidence that Demonstrates Success                              | Formative Reviews   |   |   |   |
|---|------------------|--|---|---|---|---|---|
|   |                  |  |   | Nov   | Jan   | Mar   | June  |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Review and address annually the SIP requirements and identified needs of any campus noted for improvement. Include basic requirements in the DIP and CIPs as identified.</p> <p>HOPE<br/>           GPCI</p> <p>These two campuses were implemented to address the needs of struggling students and are currently in year 2 SIP. Global Leadership Academy at Bush enters year 1.</p> | 1, 2, 4, 6, 8, 9 | School Improvement central staff.<br>Executive Director of Innovation/Choice | Progress monitoring data, CIP Strategies and formative reviews. |  |  |  |  |
| Funding Sources: 199 - SCE  |                  |  |   |   |   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue  |                  |  |   |   |   |   |   |

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 4:** GPISD will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.










**Summative Evaluation:** Social Studies curriculum, Departmental documents, campus session records.

| Strategy Description   | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|--|---------|---|--|-------------------|-----|-----|------|
|  |         |   |  | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) 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> | 10      | Pat Schull, Campus Administrators AIM for Success presenters  | CSH documentation, AIM for Success records, 5th Grade documentation of curriculum                        |                   |     |     |      |
| Funding Sources: 199 - General Fund  |         |   |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3</p> <p>2) Implement citizenship for a free enterprise society via Social Studies curriculum</p>   | 10      | Social Studies Faciliator and Strategists, iCoaches   | Lesson plans, departmental documentation   |                   |     |     |      |
| Funding Sources: 199 - General Fund  |         |   |  |                   |     |     |      |
| <p>3) 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>   | 10      | Counseling Depaartment and campus Counselors, Social Workers, Truancy Officers, Campus Administrators, Campus Teachers and support staff. | Rachel's Challenge data, Capturing Kids Hearts data, incident reports for bullying and violent offenses, |                   |     |     |      |
| Funding Sources: 199 - General Fund, 211 - Title I   |         |   |  |                   |     |     |      |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue  |         |   |  |                   |     |     |      |

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 5:** GPISD will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner and implement a full review process for these programs to address effectiveness and necessary improvements.














**Summative Evaluation:** Choice programs, enrollment data. Review process documentation.

| Strategy Description   | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success      | Formative Reviews   |   |   |   |
|--|---------|---|---|---|---|---|---|
|  |         |   |   | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 3</p> <p>1) Include a district level Coordinator of Programs and Schools of Choice to improve and expand the concept, to develop and maintain effective documentation of processes and to assist with optimum program implementation.</p>   | 9, 10   | Chief of School Improvement Services, Coordinator of School Choice and Program Initiatives. | Position filled, baseline documentation |  |  |  |  |
| Funding Sources: 199 - SCE   |         |   |   |   |   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |   |   |   |   |   |   |

**Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.**

**Performance Objective 1:** GPISD departments and campuses will follow Finance Department guidelines and updated EDGAR guidelines for procurement of goods and services with all revenue streams, including federal and state funds.

**Summative Evaluation:** EDGAR updates posted online. Finance Guidelines updated annually. Purchase order approval process.

| Strategy Description  | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews   |   |   |   |
|---|---------|---|--|---|---|---|---|
|   |         |   |  | Nov   | Jan   | Mar   | June  |
| <b>Critical Success Factors</b><br>CSF 3<br><br>1) Appoint a team of GPISD central administrators and campus staff to review and draft updates for EDGAR regulations.   | 1, 10   | Assistant Superintended for School Improvement and Executive Director of Finance. | EDGAR updates accepted by the GPISD Board of Education. EDGAR updates posted on the GPISD website. |  |  |  |  |
|   |         |   |  | Funding Sources: 199 - General Fund - \$100.00                                      |   |   |   |
| <b>Critical Success Factors</b><br>CSF 3<br><br>2) Review Finance Department Handbook for updates to address EDGAR changes.   | 1, 10   | Executive Director of Finance   | Finance Handbook updates posted on shared drive.   |  |  |  |  |
|   |         |   |  | Funding Sources: 199 - General Fund - \$100.00                                      |   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |   |  |   |   |   |   |



**Goal 3:** GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.











**Performance Objective 2:** GPISD will include teachers, parents and community members in the planning process for program development and related expenditures.

**Summative Evaluation:** Education Improvement Committee (Campus Improvement Committee) members participate in DIP and CIP development and projected budget/expenditures.

**Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)**

**Performance Objective 1:** GPISD will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

**Summative Evaluation:** HQ evaluation data: 100%.














| Strategy Description  | Title I | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews   |   |   |   |
|---|---------|--|---|---|---|---|---|
|   |         |  |   | Nov   | Jan   | Mar   | June  |
| 1) Analyze and evaluation HQ Teacher and Paraprofessional Report to sepecifically identify exceptions to the 100% rule to develop a continuous improvement plan.  | 3       | Executive Director,<br>Human Resources<br>Executive Director,<br>Federal/State<br>Programs | HQ Focused Data Analysis<br>HQ Continuous Improvement Plan  |   |   |   |   |
| 2) Examine Texas Education Agency reports to note exceptions to HQ Equity Distribution Report to specifically identify exceptions and to develop a Continuous Improvement Plan.   | 3       | Executive Director,<br>Human Resources   | HQ Equity Distribution Reports with longitudinal data<br>Documentation of hiring and placement of highly qualified/effective teachers to focus on high poverty campuses |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |  |   |   |   |   |   |

**Goal 4:** Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 2:** GPISD will design and implement a Human Capital Development Initiative and training plan approved by the Education Improvement Committee, to align instruction with evidence based practices.

**Summative Evaluation:** Eduphoria records. Plan documentation

| Strategy Description  | Title I        | Staff Responsible for Monitoring   | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|---|----------------|--|--|-------------------|-----|-----|------|
|   |                |  |  | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) Implement a district wide Staff Development/Human Capital Development Plan with input from HQ data, teacher feedback, campus administrator feedback, district succession planning, employee job descriptions, evaluations, and professional growth opportunities.</p>  | 4              | Executive Director, Staff Development; Deputy Superintendent Human Capital Management; Executive Director of Human Resources | Staff Development Plan<br>HQ Continuous Improvement Plan<br>STaR Chart Data<br>PDAS Information<br>Teacher Feedback forms<br>Eduphoria records |                   |     |     |      |
| Funding Sources: 199 - General Fund   |                |  |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 3 CSF 7</p> <p>2) Monitor progress of training integration with Teaching and Learning and Instructional Technology for better implementation of curriculum, enhanced instructional capacity, and formulation of online learning opportunities for staff.</p>   | 1, 3, 4, 8, 10 | Executive Director, Staff Development; Teaching and Learning Department; Instructional Technology                            | Baseline data report reviews   |                   |     |     |      |
| Funding Sources: 211 - Title I, 199 - General Fund  |                |  |  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3</p> <p>3) Leadership Staff Development: GPISD facilitates development of leadership capacity through the use of Leadership Academy Cohorts, Relational Capacity Building using programs such as Capturing Kids Hearts, Process Champions and Leadership Blueprint. Intentional leadership building is facilitated through succession planning and purposeful training experiences as well as the use of interns, administrative student interns, and teacher leadership initiatives to enhance professional capacity building.</p> | 4              | Executive Director, Staff Development; Deputy Superintendent of Human Capital Management                                     | Eduphoria records  |                   |     |     |      |
| Funding Sources: Title II, 199 - General Fund   |                |  |  |                   |     |     |      |






|   |                         |   |  |   |   |   |   |
|---|-------------------------|---|--|---|---|---|---|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>4) Instructional Staff Development: Instructional coaches/strategists/facilitator Trainer of Trainers model is used to support classroom implementation and follow-up. Topics: Thinking Maps, Problem Based Learning, Professional Learning Communities, Effective Instructional Strategies. Developing online web-based learning environment will be used as an effective means of staff development informational delivery.</p>                                    | <p align="center">4</p> | <p>Executive Director, Staff Development;<br/><br/>Instructional Strategists;<br/><br/>Teaching and Learning Facilitators;<br/><br/>Instructional Technology Department</p> | <p>Eduphoria records<br/><br/>Strategies calendar and reports<br/><br/>Daily 5 (K-2)</p> |   |   |   |   |
| <p align="center">Funding Sources: 211 - Title I, Title II, 211 - Title 1</p>   |                         |   |  |   |   |   |   |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2 CSF 6 CSF 7</p> <p>5) Human Capital Development Plan: Plan will be developed in such a way as to include all staff related to instruction that aligns professional growth activities with job descriptions and evaluation instruments/TTESS to promote professional growth, increase instructional capacity, and promote student success.</p>   |                         | <p>Executive Director of Staff Development;<br/>Executive Director of Human Resources; Deputy Superintendent of Human Capital Management</p>                                | <p>Staff Development/Human Capital Development plan</p>                                  |  |  |  |  |
| <p align="center">Funding Sources: 199 - General Fund, 211 - Title 1</p>  |                         |   |  |   |   |   |   |
| <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |                         |   |  |   |   |   |   |

**Goal 4:** Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 3:** GPISD will develop a culture that promotes the exercise of leadership skills among staff and students.

**Summative Evaluation:** Leadership training records










| Strategy Description   | Title I        | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|----------------|--|---|-------------------|-----|-----|------|
|  |                |  |   | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 7</p> <p>1) Provide information and assistance to Principals in using Eduphoria for monitoring training compliance.</p>   | 4              | Campus Technologists   | Campus Technologists documentation<br><br>Eduphoria tracking, usage reports               |                   |     |     |      |
| Funding Sources: 244 - CATE, 199 - General Fund  |                |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) Campus based training plans and required District training reports furnished to each teacher.</p>   | 3, 4, 5        | Campus Administrators<br><br>Campus Technologists                          | Eduphoria reports<br><br>Campus usage reports   |                   |     |     |      |
| Funding Sources: Title II, 199 - General Fund  |                |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 5 CSF 6</p> <p>3) Via Comprehensive Needs Assessment process, CIP development process, Data Reviews, Curriculum Reviews and other organized information gathering, review and analysis, GPISD and all campuses will focus on strengthening the Education Improvement Committee and Campus Improvement Committees to expand stakeholder input and improve incorporation of stakeholder input into GPISD and campus plans and operations.</p> | 1, 5, 6, 8, 10 | District EIC Management staff, Campus Administrators, EIC and CIC members. | CNA documentation, EIC and CIC agenda and sign-in sheets, parent/community survey results |                   |     |     |      |
| Funding Sources: 211 - Title 1, 199 - SCE  |                |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 5 CSF 6</p> <p>4) GPISD will expand and improve alignment with the community through the Ministerial Alliance, Realtor Group and Senior Gold Privilege programs.</p>  | 1, 2, 6, 10    | Executive Director<br>Public Engagement/Community Relations                | Monthly newsletters, participant feedback   |                   |     |     |      |
| Funding Sources: 211 - Title 1, 199 - General Fund   |                |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6 CSF 7</p> <p>5) Improve teacher attendance and staff retention by offering a safe learning environment at child care centers and after school care programs to include teachers' children.</p>  | 1, 5, 7, 10    | Parent Involvement<br>Center staff, individual campus staffing             | Rosters of students/parents served, feedback from parents<br><br>School Safety reports    |                   |     |     |      |
| Funding Sources: 199 - General Fund - \$20000.00, 211 - Title 1 - \$20000.00   |                |  |   |                   |     |     |      |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)**

**Performance Objective 1:** GPISD will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.









**Summative Evaluation:** Parent/School Compacts signed an on file. Schedule and attendance for parent sessions and visits.

| Strategy Description  | Title I | Staff Responsible for Monitoring                                 | Evidence that Demonstrates Success   | Formative Reviews   |   |   |   |
|---|---------|--|--|---|---|---|---|
|   |         |  |  | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) GPISD utilizes Parent Community Liaisons serving all Title I campuses to assist with campus parent sessions. These liaisons assist the Principals with the development of the Parent/School Compact and the varied opportunities to meet with parents to review and obtain signed copies.</p>  | 6       | Executive Director of Parent Involvement, campus Parent Liaisons | Schedule of parent meetings, attendance and feedback information.<br>Parent/School Compacts signed and on file to establish baseline data for growth to 100% signed and on file. |  |  |  |  |
| Funding Sources: 211 - Title I, 199 - General Fund  |         |  |  |   |   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |  |  |   |   |   |   |

**Goal 5:** Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 2:** GPISD will build capacity of parents to support student learners by offering a minimum of five academic workshops per year. (Include USDE Parent and Community Guidelines, Title I Parent Liaisons, Customer Service focus.)










**Summative Evaluation:** Customer Service training records, Parent Community Liaisons schedules

| Strategy Description   | Title I    | Staff Responsible for Monitoring                           | Evidence that Demonstrates Success                              | Formative Reviews   |   |   |      |
|--|------------|--|---|---|---|---|------|
|  |            |  |   | Nov   | Jan   | Mar   | June |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Schedule all parent meetings and work sessions to include a minimum of 5 academic sessions, based on System Safeguards, teacher recommendations and parent requests to focus on home learning activities, basic curriculum and homework assistance.</p>   | 1, 2, 6, 9 | Campus Administrators, Parent/Community Liaisons, Teachers | Session agenda and sign-in, training materials, parent feedback |  |  |  |      |
| Funding Sources: 199 - General Fund, 211 - Title 1   |            |  |   |   |   |   |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |            |  |   |   |   |   |      |

**Goal 5:** Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 3:** GPISD will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.

**Summative Evaluation:** Satisfaction surveys, session feedback









| Strategy Description  | Title I | Staff Responsible for Monitoring                           | Evidence that Demonstrates Success     | Formative Reviews   |   |   |   |
|---|---------|--|--|---|---|---|---|
|   |         |  |  | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) All campuses will administer the Parent Satisfaction Survey. In addition, all campuses will utilize session feedback documentation for cumulative data review of parent satisfaction.</p>  | 6       | Campus Administrators, Parent/Community Liaisons, teachers | Survey results, feedback documentation |  |  |  |  |
| Funding Sources: 199 - General Fund, 211 - Title 1  |         |  |  |   |   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |  |  |   |   |   |   |



**Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)**

**Performance Objective 1:** GPISD will increase STaR ratings in all areas to the Advanced or Target levels.

**Summative Evaluation:** STaR ratings longitudinal data.

| Strategy Description   | Title I        | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews   |   |   |      |
|--|----------------|------------------------------------|---|---|---|---|------|
|  |                |                                    |   | Nov   | Jan   | Mar   | June |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 7</p> <p>1) Target staff development efforts to improve STaR chart ratings to stress the necessary/required technology training.</p>  | 1, 2, 4, 5, 10 | Director, Instructional Technology | <p>STaR Chart results</p> <p>Campus Administrator training records</p> <p>GPISD Technology Plan</p> |  |  |  |      |
| Funding Sources: 244 - CATE, Title II  |                |                                    |   |   |   |   |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |                |                                    |   |   |   |   |      |

**Goal 6:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

**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.

**Summative Evaluation:** Training completion records. Feedback from campus personnel. Inventory records. Purchasing records. Applications














| Strategy Description   | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success                  | Formative Reviews                               |     |     |      |
|--|---------|---|---|---|-----|-----|------|
|  |         |   |   | Nov   | Jan | Mar | June |
| <b>Critical Success Factors</b><br>CSF 7<br><br>1) Review and expand delivery methods for training on resource management, inventory and usage data.             | 1, 10   | Instructional Technologists<br><br>Media Specialists  | Campus session data                                 |   |     |     |      |
|  |         |   |   | Funding Sources: 199 - General Fund, 244 - CATE |     |     |      |
| <b>Critical Success Factors</b><br>CSF 7<br><br>2) Review and expand delivery methods for training for technology connections for teaching and learning          | 3       | Instructional Technologists<br><br>Media Specialists  | Eduphoria records<br><br>Campus session data        |   |     |     |      |
|  |         |   |   | Funding Sources: 244 - CATE                     |     |     |      |
| 3) Expand professional growth options for instructional staff regarding digital integration of devices into enhanced instruction for increased student learning. |         | Executive Director of Staff Development,<br>Executive Director of Instructional Technology,<br>Director of College and Career Readiness | Eduphoria workshop documentation, walk through data |   |     |     |      |
|  |         |   |   | Funding Sources: Title II                       |     |     |      |

|  |                       |  |   |  |  |  |  |
|--|-----------------------|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6 CSF 7</p> <p>4) Create an internal support structure for each campus by integrating additional training and support for campus staff members (such as instructional coaches, instructional media specialists, specific campus representatives) in such a way that each campus has a system of internal capacity for instructional and digital support</p>            | <p>1, 2, 4, 5, 10</p> | <p>Executive Director of Staff Development, Chief Teaching and Learning Officer, Content Facilitators, Executive Director of Instructional Media; Director of College &amp; Career Readiness</p> | <p>Eduphoria workshop documentation</p>   |  |  |  |  |
| <p>Funding Sources: 199 - General Fund, 211 - Title 1</p>  |                       |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) Initiate the "APP for the DAY" recommendations for teachers and staff. Information regarding instructional technology applications that are effective and either free or low cost are recommended by Instructional Technologists through the central department. Weekly staff recommends one application via the daily e-newsletter.</p> | <p>2, 5, 9</p>        | <p>Campus based Instructional Technologists, IT department (Kathy Nichols) and Communications department (Teri Wilson).</p>  | <p>Daily e-newsletters, Instructional Technologists recommendations and feedback on usage in the classroom.</p> |  |  |  |  |
| <p>Funding Sources: 199 - General Fund</p>   |                       |  |   |  |  |  |  |
| <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>   |                       |  |   |  |  |  |  |

**Goal 7: 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)**

**Performance Objective 1:** GPISD will use the 2013-2014 Safety Audit as a benchmark to ensure the safety and well-being of students, staff, parents and community members and will report annually to the Board of Education.










**Summative Evaluation:** Safety Plan document. Training data.

| Strategy Description   | Title I     | Staff Responsible for Monitoring   | Evidence that Demonstrates Success   | Formative Reviews   |   |   |   |
|--|-------------|--|--|---|---|---|---|
|  |             |  |  | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 3</p> <p>1) Annual review and upgrade of GPISD safety procedures generate and updated plan. The basics of the plan include these items: Safety Drills, Student Code of Conduct enforcement, Safety Audits, Monitored Building Access, Drug and Gun Powder sniffing dogs, Security Cameras, Parking Lot Monitors, Panic Buttons, Crisis Manual, Anti-Bullying Programs, Safety Coordinators, Counselor Interventions, Relational Capacity, Crimestoppers.</p>                              | 1, 5, 10    | Chief of Student Safety and Discipline Officer, Chief of Student Support, Campus Administrators and Campus Safety Coordinators | Campus and District records of drills and audits, Session documentation, Campus Safety Coordinator reports, completed Crisis Plans and GPISD Comprehensive Safety Plan |  |  |  |  |
| Funding Sources: 199 - General Fund  |             |  |  |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>2) Contract with Grand Prairie Police Department to provide School Resource Officers (SRO Program) to develop relational capacity with students, campus personnel, parents and the community prevent and reduce incidents of violence.</p>   | 1, 5, 6, 10 | GPPD Administrators, Chief of Student Safety and Discipline, Campus Administrators, SRO Officers                               | Schedules and assignments of officers, Violence Incident reports showing longitudinal data for decreases and eradications of violent incidents                         |  |  |  |  |
| Funding Sources: 199 - General Fund  |             |  |  |   |   |   |   |
| <p> = Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue</p> |             |  |  |   |   |   |   |

**Goal 7:** 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

**Performance Objective 2:** GPISD will utilize research based curriculum to create a culture where students are safe and secure emotionally while at school to learn.

**Summative Evaluation:** Program documentation (CKH, Rachel's Challenge, campus based)

| Strategy Description   | Title I  | Staff Responsible for Monitoring                               | Evidence that Demonstrates Success  | Formative Reviews   |   |   |   |
|--|----------|--|---|---|---|---|---|
|  |          |  |   | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 6</p> <p>1) Implement a comprehensive school counseling program, including guidance and responsive services, that promotes positive self-esteem in students and facilitates a safe school environment.</p>  | 1, 2, 10 | Director of Counseling<br>Campus Administrators and Counselors | <p>Meet goals and objectives outlined in Campus Guidance Advisory Counsel.</p> <p>Meet TEA requirements for comprehensive counseling program outlined in the campus counselor documentation folder.</p> |  |  |  |  |
| Funding Sources: 199 - General Fund  |          |  |   |   |   |   |   |
| <p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p> |          |  |   |   |   |   |   |

**Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)**

**Performance Objective 1:** GPISD will support process improvements for at-risk student identification and services.

**Summative Evaluation:** Identification process document. Campus records. CIP references.

| Strategy Description   | Title I        | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|----------------|---|---|-------------------|-----|-----|------|
|  |                |   |   | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) PEIMS Department development of improved procedures for identification of at risk students and proper entry for PEIMS data.</p>   | 9, 10          | Director of Student Information Services and department Staff<br>Campus Teachers, Counselors, PEIMS clerks and Administrators | PEIMS data reports of at risk students  |                   |     |     |      |
| Funding Sources: 199 - General Fund  |                |   |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>2) Improve services to at risk students: review and train central and campus staff on the 13 categories for at risk designations (TEA), provide district and campus data to appropriate personnel, distinguish between academic categories (5) and psycho social categories (8), plan instructional interventions, plan strategies for psycho social interventions. Coordinate supplemental services with programs and funds sources such as State Comp Ed, Title I, Title III</p> | 1, 4, 8, 9, 10 | Teacher and Learning Staff, Campus Administrators, Counselors, Social Workers   | Achievement levels of at-risk students, improved attendance, documentation of training and information sessions |                   |     |     |      |
| Funding Sources: 199 - SCE   |                |   |   |                   |     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>  |                |   |   |                   |     |     |      |

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**Performance Objective 2:** GPISD will reduce dropout rates and increase graduation rates for all students tat or above the rate set by the Texas Education Agency.









**Summative Evaluation:** AEIS data.

| Strategy Description   | Title I     | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|-------------|--|---|-------------------|-----|-----|------|
|  |             |  |   | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Continue HOPE Academy for dropout recovery of overage students. Enrollment is voluntary. Credit recovery efforts are supported by classroom teachers. Digital programs are available.</p> | 1, 9, 10    | Campus Administrators and Teachers   | Enrollment data, credit recovery documentation, graduation rates. Baseline data set from 2013-2014 school year. |                   |     |     |      |
| Funding Sources: 199 - General Fund, 199 - SCE   |             |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Continue restructuring Crosswinds HS to create more effective schedules, teaching and learning oppotunities and digital learning opportunites.</p>  | 1, 2, 9, 10 | Campus Administrators and Teachers   | Enrollment data, credit recovery and graduation rates.  |                   |     |     |      |
| Funding Sources: 199 - SCE   |             |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>3) Incorporate District digital resources for credit recovery opportunites and both GPISD high schools.</p>  | 1, 9, 10    | Teaching and Learning staff, Instructional Technology staff, Campus Technologists. | Usage data, credit recovery and graduation rates.   |                   |     |     |      |
| Funding Sources: 199 - SCE, 199 - General Fund   |             |  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>4) Grand Prairie Collegiate Institute expands HOPE efforts into the elementary grades for students retained and experiencign academic challenges.</p>  | 1, 2, 9, 10 | ED forInnovation/Choice, Campus Administrators and teachers.                       | Enrollment figures, progress monitoring data  |                   |     |     |      |
| Funding Sources: 199 - SCE   |             |  |   |                   |     |     |      |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue  |             |  |   |                   |     |     |      |

**Goal 8:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

**Performance Objective 3:** GPISD will implement H. B. 5 requirements regarding Accelerated Instruction for at risk students.

**Summative Evaluation:** AI records, 2 AI Strategists added (schedules and services)

| Strategy Description  | Title I     | Staff Responsible for Monitoring                             | Evidence that Demonstrates Success                         | Formative Reviews   |   |   |      |
|---|-------------|--|--|---|---|---|------|
|   |             |  |  | Nov   | Jan   | Mar   | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Accelerated Instruction requirements are addressed within the concepts of HOPE, Crosswinds and GPCI as well as the credit recovery improvements at both comprehensive high schools. Additional planning with all campus administrators is addressing elevation of tutoring and other supplemental services to the requirements of Accelerated Instruction.</p>   | 1, 2, 9, 10 | School Improvement staff, campus administrators and teachers | AI records, information sessions, progress monitoring data |  |  |  |      |
| Funding Sources: 199 - General Fund   |             |  |  |   |   |   |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |             |  |  |   |   |   |      |



## State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 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 performance adjustments in the classroom.   |
| 1    | 1         | 2        | 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.   |
| 1    | 2         | 3        | GPISD implements a full Limited English Proficiency (LEP) program of instruction. Title III funds augment Title I efforts within schoolwide programs. Elementary schools are developing Dual Language programs as well. Training opportunities are encouraged to provide all teachers with Bilingual Education certification.  |
| 2    | 1         | 1        | College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for student interested in dual credit.<br>Provide Junior level teachers  |
| 2    | 1         | 2        | College reading assessments: Analyze college readiness data to identify student for participation in TSI/SAT/ACT assessments, as well as enrollment in Advanced Placement and Dual Credit courses.   |
| 2    | 2         | 2        | 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.   |
| 2    | 2         | 3        | 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. |
| 2    | 3         | 1        | Review and address annually the SIP requirements and identified needs of any campus noted for improvement. Include basic requirements in the DIP and CIPs as identified. HOPE GPCI These two campuses were implemented to address the needs of struggling students and are currently in year 2 SIP. Global Leadership Academy at Bush enters year 1.   |
| 5    | 2         | 1        | Schedule all parent meetings and work sessions to include a minimum of 5 academic sessions, based on System Safeguards, teacher recommendations and parent requests to focus on home learning activities, basic curriculum and homework assistance.  |

## Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 2         | 3        | GPISD implements a full Limited English Proficiency (LEP) program of instruction. Title III funds augment Title I efforts within schoolwide programs. Elementary schools are developing Dual Language programs as well. Training opportunities are encouraged to provide all teachers with Bilingual Education certification.                        |
| 2    | 3         | 1        | Review and address annually the SIP requirements and identified needs of any campus noted for improvement. Include basic requirements in the DIP and CIPs as identified. HOPE GPCI These two campuses were implemented to address the needs of struggling students and are currently in year 2 SIP. Global Leadership Academy at Bush enters year 1. |

# State Compensatory

## Personnel for District Improvement Plan:

| <u>Name</u>  | <u>Position</u>          | <u>Program</u>      | <u>FTE</u> |
|--------------|--------------------------|---------------------|------------|
| Ana M. Loera | Administrative Secretary | Bilingual Education | 1          |

# Title I

## Schoolwide Program Plan

*Eligible GPISD campuses operate a Title I Schoolwide Campus due to the percentage of low income students. Annually, each campus reviews the schoolwide concept and the targeted assistance program concept with faculty and parents via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program Plan or Targeted Assistance Program Plan.*

The *Schoolwide* Program Plan is reviewed and updated annually during the Comprehensive Needs Assessment process. This process includes a review of the 10 Components of a Title I Schoolwide Program with connections to the eight Goal Areas within our Campus Improvement Plan.

1. Student Achievement
2. Curriculum and Instruction
3. Fiscal Responsibility
4. Highly Qualified and Effective Teachers
5. Parent and Community Involvement
6. Instructional Technology
7. Safe and Disciplined Environments
8. Dropout Prevention

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

GPISD utilized guidance from TEA Region 20ESC to develop the Comprehensive Needs Assessment process. A graphic representation of the process is included in the GPISD Title I Operations Guide. The Needs Assessment begins with the Summative Evaluation of each year's District Improvement Plan and Campus Improvement Plans. The process includes reviewing new AEIS and PEIMS data as well. Each DIP and CIP include the final narrative of each of the sections of the Needs Assessment. For the 15-16 school year, GPISD added an Administrative Review step, resulting in the 10 to Win process of data analysis at each campus with strategy presentations from each campus. This campus work was reviewed with the CIC and also serves to feed the Needs Assessment process at the District level.

The District Improvement Plan and Campus Improvement Plans include a Performance Objective regarding shared decision-making improvements, focusing on improved implementation of the Education Improvement Committee structure at the District level and the Campus Improvement Committees at the campus level. Each strategy in the DIP and CIP format provides a pick list choice option for the Component(s) addressed by that Strategy.

For the 15-16 school year, GPISD is working to move the timeline for the Needs Assessment up to begin the process at the end of the school year with the existing EIC and CIC membership. The CIP Summative Review will be completed at the end of the year and serve as the starting point for the CNA. This change in the timeline will allow the new EIC and CIC to review and edit the CIP at the beginning of the year with a Formative Review.

## **2: Schoolwide Reform Strategies**

All GPISD Title I campuses operate a Schoolwide Program plan that includes Schoolwide Reform Strategies. From the DIP the following common schoolwide reform strategies include:

- Increase instructional time via increased attendance rates.
- Incorporate College and Career readiness plans.
- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development Initiative
- Design and implement a Digital Integration to Conversion Initiative
- Focus Parent Involvement session on student academic achievement.
- Design and implement improved comprehensive safety plans.

## **3: Instruction by highly qualified professional teachers**

Components three, four and five will be improved with the reform initiative addressing Human Capital Development (HCD). GPISD is assisting campuses with improvements in professional development, certification needs and the transition from training into classroom effectiveness. A major component of this initiative is to provide classroom assistance by well trained high-quality facilitators and strategists in the content areas. The HCD initiative will also address the need to attract and assign high-quality and highly qualified teachers to high-needs schools.

## **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

GPISD generates a district level training plan annually based on a needs assessment and feedback from administrators, teachers and other participants. Improved documentation and the effective use of the Eduphoria system to monitor training is required.

Each campus develops a CIC approved Human Development Plan for recruitment, retention and training of highly qualified and effective teachers.

Expansion of professional development in the HCD includes classroom assistance to implement training concepts into practice. Plans will note the work of facilitators and strategists, particularly in math and reading/language arts.

## **5: Strategies to attract highly qualified teachers**

The recruiting and hiring process is currently designed to select only highly qualified teachers. GPISD is highly competitive in recruiting teachers. This component is also a portion of the new Human Capital Development concept. Recruitment strategies include information regarding the opportunities for professional growth and classroom level assistance with instruction. The GPISD pay scale is also competitive with surrounding school districts.

## **6: Strategies to increase parental involvement**

GPISD staffs an Executive Director and a group of Parent/Community Liaisons to assist schools in the planning and implementation of campus parent involvement efforts. In addition, the Parent Involvement Center (PIC) is open extended hours to offer centrally designed programs. For the 15-16 school year GPISD is expanding to two parent centers. Districtwide services, such as the GPISD Health Fair, are also supported by the Parent Liaisons.

As a portion of the Comprehensive Needs Assessment process, survey information noted feedback from parents. Common feedback noted a need to focus parent involvement efforts on strategies to build capacity for parents in assisting students with academics. The DIP and CIPs provide for a minimum of 5 academic sessions for parents geared to student needs.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

GPISD offers a School of Choice for Early Childhood Education at the Bonham Early Education Center to support this effort. For the 15-16 school year GPISD is expanding to offer two ECE Centers, the second at Crockett. Of the additional 23 elementary campuses, 16 offer Pre-Kindergarten and Kindergarten and seven more offer Kindergarten. In addition, all GPISD campuses and the Parent Involvement Centers offer activities that also target preschool age children in the home.

The DIP and all elementary CIPs include a Performance Objective for increasing early childhood enrollment by 5% annually. Strategies range from information sessions at campuses to inclusion of such opportunities during the application process for older students to enter a program or school of choice.

This component is also linked to improvements in Parent Involvement sessions to address more home learning strategies to assist children and parents in the transition.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

The District maintains a central Education Improvement Committee (EIC) to provide input from teachers and other campus staff in decisions regarding the overall District Improvement Plan that includes topics such as academic assessments and the improvement of individual students and the overall instructional program. Each campus utilizes a Campus Improvement Committee (CIC).

The DIP and all CIPs include a Performance Objective to adhere to site-based decision making regulations and policies. Benchmark assessments are utilized at each campus. Results are included in the comprehensive needs assessment process. Campus teachers and administrators participate in Professional

Learning Groups (PLG) activities to actively utilize academic assessments to improve the overall instructional program. The 15-16 year begins an effort to include students in the use of their own assessment data to set goals for academic improvements.

This component is addressed in the development of the Student Achievement section of the DIP and CIPs.

The central EIC also approves any waivers regarding assessment prior to submission to TEA.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

GPISD and all campuses utilize PEIMS and AEIS data to identify students experiencing difficulty mastering the proficient or advanced levels of academic achievement standards. Benchmark assessments are utilized throughout the year to monitor progress toward proficiency levels. The District utilizes Response to Intervention strategies. In addition, Title I provides Strategists to assist with appropriate interventions at the campus level. Tutoring is also in place at all Title I campuses to provide extended time and individualized instruction.

Strategies addressing this component are included in the Student Achievement Goal Area 1. As noted in the previous section, this year students will be included in reviews of academic assessments and guided to plan their own academic improvements.

#### **10: Coordination and integration of federal, state and local services and programs**

Federal programs such as Title I, Title II, Title III and IDEA are budgeted during the same process with General Operating funds and State Compensatory Education (SCE) funds. This coordinated process avoids supplanting and provides the most effective financial support of campus strategies across all Goal Areas of the Campus Improvement Plan. Perhaps the most notable example of this coordination is the implementation of the Title II effort to improve the overall professional development and instructional delivery by our teachers. The basic program of Facilitators is funded by Title II. Title I funds and SCE funds complement the program by funding additional Strategists to expand the program. General Operating funds, SCE funds and Title I funds extend services directly to the classroom.

## 2015-2016 Education Improvement Committee

| <b>Committee Role</b>   | <b>Name</b>       | <b>Position</b> |
|-------------------------|-------------------|-----------------|
| Business Representative | Tracy Aldridge    | 2016            |
| Business Representative | Jennifer DeBAun   | 2016            |
| Classroom Teacher       | Elisa Alvarez     | Williams        |
| Classroom Teacher       | Natalya Andrews   | YMLA            |
| Classroom Teacher       | Susu Collier      | Whitt           |
| Classroom Teacher       | Leslie Desmarias  | Bush            |
| Classroom Teacher       | Jasmine Gaines    | Bonham          |
| Classroom Teacher       | Nathan Gunnip     | Lee             |
| Classroom Teacher       | Larry Gwendolyn   | Garcia          |
| Classroom Teacher       | Shelley Handcock  | Hill            |
| Classroom Teacher       | Shelly Hanks      | Fannin          |
| Classroom Teacher       | Ellizabeth Helton | YWLA            |
| Classroom Teacher       | Rocio Hernandez   | Milam Ochoa     |
| Classroom Teacher       | Brian Higgins     | Johnson DAEP    |
| Classroom Teacher       | Tiashea Hill      | Daniels         |
| Classroom Teacher       | Jean Ann Holt     | Zavala          |
| Classroom Teacher       | Miranda Kilbride  | Rayburn         |
| Classroom Teacher       | Katie Killip      | Seguin          |
| Classroom Teacher       | Judy McCallister  | Eisenhower      |
| Classroom Teacher       | Petrece Price     | Marshall        |
| Classroom Teacher       | Karen Rogers      | Garner          |
| Classroom Teacher       | Roxanna Sierra    | Dickinson       |
| Classroom Teacher       | Kritie Stephenson | Truman          |
| Classroom Teacher       | AnneMairie Tipps  | SGPHS           |
| Classroom Teacher       | Ivan Valadez      | Adams           |



|                   |                |          |
|-------------------|----------------|----------|
| Classroom Teacher | Angela Wilson  | Bowie    |
| Classroom Teacher | Louren Wirth   | Crockett |
| Parent            | Annette Cortez | 2016     |