

Grand Prairie Independent School District
District Improvement Plan
2013-2014



Board Approval Date: November 21, 2013
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Mission Statement

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

Vision

We are a learning community vigorously pursuing student success.

Guiding Principles

Adopt conservative budget practices to ensure the public is receiving the largest rate of return on their tax dollar.

Focus on providing the best classroom and student instruction.

Engage parents, business, and the community in a collaborative and transparent process to develop high community standards.

Search for new and innovative community partnerships.

Develop new economies of scale.

Focus on improved student attendance. Attendance boosts student achievement and success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grand Prairie Independent School District (GPISD) covers 58 square miles in the heart of the Dallas-Fort Worth Metroplex serving more than 26,900 students within the Dallas County portion of the city of Grand Prairie, Texas. The district has 39 campuses including four high schools, one ninth grade center, seven middle schools, a secondary disciplinary alternative campus, twenty-four elementary schools, a 5th grade campus and an Early Childhood Education campus.

For the 2013-1014 school year, GPISD is operating thirteen Programs and/or Schools of Choice. These Choice concepts include fine arts, sciences, technology, engineering and math, men's and women's leadership and accelerated learning for dropout prevention.

Data analysis and resulting discussion supports a need to continue process improvements in the identification of at risk students. The primary purpose of at risk student identification is to provide this information to classroom teachers, counselors, social workers and campus administrators to drive instruction and support services for these students. School Improvement Requirements stress the need to address specific academic problems of low achieving students.

The comprehensive needs assessment identified a need to improve coordination of programs and services for students at risk of dropping out of school. Both State Compensatory Education (SCE) funds and Title I federal funds are allocated to the district based on numbers of low income students. When allocated to campuses, these funds are to be spent to remove barriers to student success and to accelerate instruction. Texas Education Code Section 29.081 defines the State criteria used to identify students at risk of dropping out of school.

The 2011-2012 schoolyear included an improvement strategy requiring all purchase orders, regardless of funding, reference a particular strategy from the DIP and/or the CIP. This requirement is noted in revised documents and remains in the 2013-2014 DIP and CIPs. Education Services and Finance Department sessions have identified a need to improve coordination of Title I and SCE planning to support improvements in linking expenditures to solidly planned services.

Demographics Strengths

- Student enrollment and ethnic distribution remain fairly constant with 26,900 students but a noticeable increase of Asian and Pacific Islander students from .5% to 3.2%. (African American: 16.8%, Hispanic: 62.9%, White: 14.4%, American Indian: 1.3%, Asian: 3.2%, Pacific Islander: .1%, Multiple

Races: 1.3%).

- 23.7% of students are enrolled in Career and Technology education programs.
- 8.1% of students are enrolled in Gifted and Talented education programs.
- Dropout and attendance rates were within one percentage point of last year.
- The District's attendance rate is over 94%.
- Four year completion rate data showed an increase of over eight percent.

Demographics Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Continue recruitment of highly qualified teachers for bilingual and dual language instruction.
2. Improve at-risk identification, reporting and instructional focus (includes supplemental materials reference for purchasing connection)
3. Improve coordination of SCE and Title I planning, budgeting and implementation.

Student Achievement

Student Achievement Summary

Grand Prairie ISD entered into Stage 1 of the School Improvement Program during the 2012-2013 school year. This designation stems from federal requirements to make Adequate Yearly Progress (AYP) in both Reading and Math assessments. The District was required to develop a two-year District Improvement Plan (DIP) to include the eight requirements of the School Improvement Plan. The 8 Requirements are noted in the appropriate section(s) of the Comprehensive Needs Assessment.

GPISD and campuses are adding a strong focus on utilizing the TEA System Safeguards. As required, all campuses are addressing content and student groups not meeting the standards. Campuses are also noting the lowest content areas and student groups in the passing range for prevention strategies.

School Student Achievement SIP connection:

SIP Requirement 5: Address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems of low-achieving students, include the determination of why the LEA's prior plan failed to bring about increased student academic achievement.

As a district, GPISD has a rating of Academically Acceptable from the Texas Education Agency. Due to assessment changes no state rating will be given for the 2012-2013 school year. GPISD is in Stage 2 School Improvement for having not met federal guidelines for Adequate Yearly Progress in reading and math performance for the past three years. GPISD has added the School Improvement Program (SIP) requirements to each of the seven goal statements within the District Improvement Plan.

For the 2013-2014 school year, three GPISD elementary schools are designated as in need of School Improvement due to areas where standards not met on the new STAAR exam are noted. All schools included the TEA Systems Safeguards information in their comprehensive needs assessment process. The most common challenges across the district are in writing and mathematics.

DIP 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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6)

GPISD achievement data will drive focused improvements for instructional delivery. Federal regulations require DIP strategies to address assessment for AYP. While GPISD student achievement assessments are competitive with other schools across the state, the federal goals for achievement increase annually. GPISD was designated for District Improvement due to three consecutive years of missing AYP in reading and mathematics performance as measured by these increasing standards.

District Improvement efforts include the expansion of *Programs and Schools of Choice* centers and academies and improved program coordination for Title I and State Compensatory Education (SCE). Analysis of existing schools of choice, parent feedback, campus input and current research supports

continuation of current programs. GPISD is expanding choice by adding programs through academies and centers at existing campuses. Specific training, related costs and timelines for opening the centers or academies are in place. New programs will be operated within existing neighborhood schools. Basic requirements are set and information for application is available. A challenge to improvements in student achievement is the number of students with one or more designations as at risk of dropping out of school. Further information and needs statements are included in the section on Dropout Prevention. GPISD acknowledges that academic challenges may result in social challenges just as social challenges may negatively affect academics. However, five of the thirteen categories of at risk designations are stated in academic terms. Those five at risk categories are: reading readiness in elementary schools, low course averages in secondary schools, retention rates for all grade levels, state assessments such as TAKS and STAAR, and the number of students across all grade levels with Limited English Proficiency.

There is a need for supplemental reading and media materials to support dual language acquisition and increased reading skills in both the first and second language. Supplemental materials will also include technology to assist with individualized instruction and expanded visual learning methods. Improved adherence to the core curriculum and focused staff development on instructional delivery and response to intervention are identified as necessary efforts to improve student achievement. School Improvement Requirements mandate strategies to strengthen the core instructional program, identify effective teaching and learning strategies, set measurable achievement goals and targets for students based on their academic challenges and to ensure effective extended day learning opportunities.

Student Achievement Strengths

- GPISD System Safeguards show standards met for all content areas for All students, Hispanic, White, American Indian, Asian, Pacific Islander and Two or More races.
- Testing participation rates were at 99% or 100% across the board, exceeding the 95% standard
- 23.7% of students are enrolled in Career and Technology education programs.
- 8.1% of students are enrolled in Gifted and Talented education programs.
- Dropout and attendance rates were within one percentage point of last year.
- The District's attendance rate is 94.7%.
- Four year completion rate data showed an increase of over eight percent.

Student Achievement Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Address STAAR components and standards via content specialists and iCoaches to assist teachers with instructional delivery
2. Expand and improve progress monitoring to address specific student needs
3. Utilize GPISD and campus System Safeguard reports from TEA
4. Expand and improve Programs and Schools of Choice including specialized curriculum
5. Develop a central department for School Improvement to manage SIP requirements for campuses.

6. Improve at-risk identification, reporting and instructional focus (includes supplemental materials reference for purchasing connection)

District Culture and Climate

District Culture and Climate Summary

The District Education Improvement Committee (EIC) and each Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators. These teams operation throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

DIP 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 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6)

GPISD participates in the *Rachel's Challenge* program for continuous support of District and campus efforts to end bullying and provide an environment conducive to teaching and learning. The expansion of school choice programs is also intended to support school climate and culture improvements across the District. Plans include keeping longitudinal data on these improvements to compare with disciplinary records and dropout data.

In compliance with Texas Education Code Section 39.053, GPISD completes an annual performance report regarding the number, rate and type of disciplinary incidents occurring on campuses. These reports over the last seven years show that the majority of disciplinary offenses are not of a criminal nature and are categorized primarily as repeated violations of rules in the *GPISD Student Code of Conduct*. GPISD currently publishes by campus, safety rules, dress codes, discipline codes and emergency response protocol. Campuses also provide assemblies and speakers to encourage student safety and the importance of making healthy choices. Medical services are also available at each campus including health screenings and information about healthy choices and health information about drug and alcohol abuse as well as information on other risky behaviors. Behavior management classes are also available through district services.

Disciplinary Alternative Education Programs track and report referrals and placements by campus and type of offense. Reports are done each nine weeks and are cumulative so that the fourth and final nine weeks reports a total view of the year. Just over 700 referrals were documented for the 2013-2014 school year. The top categories for the placements were: profanity, under the influence of drugs, fighting, major disruption, theft, insubordination, possession of marijuana, and threats to staff. The responsibility for labeling the causes for referrals lies with the sending school. One label may not encompass the entire incident. The need for documentation on a referral to better inform the receiving teachers, counselors and administrators is key to developing an individual plan for that student by the receiving teachers, counselors and administrators. A disciplinary alternative placement is an automatic designation for a student as at risk of dropping out of school. The majority of students referred were already designated with one or more at risk categories. Should the student need further referral to the Juvenile Justice System, yet another at risk designation is added to that student. In addition, removal of GPISD students to the Juvenile Justice System requires a minimum 90 days and costs the district \$10,260 per student.

Elementary discipline referrals are also documented continuously as students arrive. The documentation form includes a brief narrative of the incident as well as sending school, grade level, age of the student, and notations if the student has been identified for special education and will require further assessment and documentation. Elementary documentation includes a column for explanation of the decision for adequate placement in AEP. Decisions vary by student and may include short term in school suspension, a social contract or behavioral plan, referral to Child Protective Services, reassignment to another classroom setting and professional counseling.

The Grand Prairie Police Department also keeps data on the age, race and gender of persons arrested under the age of 18. This information includes notations of the types of incidents. The top categories for the GPPD are disorderly conduct, assaults-not aggravated, larceny or theft, motor vehicle theft and drug possession. Fighting, the number one type of incident reported within GPISD, is not a category used by the GPPD.

The GPISD Secondary Discipline referral forms include these categories for violations: Violation of School Rules, Classroom Disruption and Disrespect of Teacher. Specific examples for each of these categories included these infractions: dress code, destruction of property, gum or candy, prohibited substance, tardy, truancy, continued disruption, excessive talking, fighting, verbal confrontation, unruly or disobedient, profanity, rudeness, insubordination, threatening, abusive and other. The forms do provide a space for more detailed information and previous actions taken by the teacher and principal.

The GPISD Elementary Discipline referral forms list these reasons for offenses: defacing school property, damaging others' property, disrespectful, disruptive or uncooperative, fighting, inappropriate behavior, prohibited object, pushing or shoving, threatening and unacceptable language. This form also provides a space for more detailed information and previous actions taken by the teacher and the campus administrator.

District Culture and Climate Strengths

- Rachel's Challenge anti-bullying curriculum and activities are in place across the District.
- District analysis and feedback from all stakeholders has served as a foundation for the expansion of *Programs and Schools of Choice*.
- Dropout and attendance rates were within one percentage point of last year.
- The District's attendance rate is 94.7%.
- Four year completion rate data showed an increase of over eight percent.
- Disciplinary Alternative Program referrals to Lamar are down by 100 students.
- Improvements in communication from the sending school to Lamar are documented but noted for continuous improvement.

District Culture and Climate Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Address needed improvements in the SBDM processes at the district and campus level.
2. Continue improvement strategies for student referrals to disciplinary alternative programs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DIP 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 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7)

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-three of twenty-four 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.

The District level professional development plan, approved by the Education Improvement Committee, is being expanded into a Human Capital Development Plan. 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

- Percentage of teachers with advanced degrees (17.1%) is below state average (21.8%).
- Percentage of teachers to complete 100% of required district training is 89.46%.

Staff Quality, Recruitment, and Retention Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Continue content strategists and iCoach concepts to move from training sessions to classroom implementation
2. Improve completion rates for District and campus based teacher training, particularly in the area on Classroom Technology
3. Address turnover rates with Educator Assistance Program strategies and analysis of exit interviews.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DIP 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 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5)

GPISD is focusing on instructional alignment (curriculum - instruction - assessment) as a major area of improvement for the 2013-2014 school year.

Currently utilized components:

The Year At a Glance (YAG) component states curriculum overview concepts and student expectations for each six weeks period for every grade and core subject areas. These concepts lead into sample lessons and performance indicators. Another measurable indicator is the Instructional Focus Document (IFD) component. This tool captures guiding questions, misconceptions, vocabulary and purpose statements for each lesson. The system also has the ability to add teacher created lesson plans to the data base of sample lessons. Data shows a need for broader use of CSCOPE content and increased utilization of the lesson plan database. School Improvement Requirements mandate strategies to strengthen the core academic program with research based effective strategies and actions to address the fundamental teaching and learning needs of GPISD schools.

Additional components:

Campuses participate in regular data review sessions and improvement Progress Monitoring with standardized forms. Curriculum overviews are scheduled for each unit or session, coordinated by content facilitators, specialists and iCoaches.

GPISD must add strategies for monitoring the implementation of specialized curriculum for new *Programs and Schools of Choice*. Improvement efforts must support teachers' efforts to individualize and differentiate instruction for at risk students. GPISD will remain compliant in the delivery of state curriculum regarding citizenship, health programs and violence prevention.

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction to assessments to reflect this change.

Curriculum, Instruction, and Assessment Strengths

- GPISD System Safeguards show standards met for all content areas for All students, Hispanic, White, American Indian, Asian, Pacific Islander and Two or More races.
- Testing participation rates were at 99% or 100% across the board, exceeding the 95% standard

- 23.7% of students are enrolled in Career and Technology education programs.
- 8.1% of students are enrolled in Gifted and Talented education programs.
- Four year completion rate data showed an increase of over eight percent.
- State requirements for specialized curriculum are well documented centrally and materials are provided to campuses.

Curriculum, Instruction, and Assessment Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Utilize Instructional Strategists to ensure consistency and quality training to address campus needs and SIP requirements
2. Expand alignment via Data Review sessions and Curriculum overviews as connected to STAAR assessments
3. Prioritize campuses based on student assessment data for focused services, particularly Title I Schoolwide campuses

Family and Community Involvement

Family and Community Involvement Summary

Grand Prairie ISD entered into Stage 1 of the School Improvement Program during the 2012-2013 school year. This designation stems from federal requirements to make Adequate Yearly Progress (AYP) in both Reading and Math assessments. The District was required to develop a two-year District Improvement Plan (DIP) to include the eight requirements of the School Improvement Plan. The 8 Requirements are noted in the appropriate section(s) of the Comprehensive Needs Assessment.

Family and Community SIP connection:

SIP Requirement 8: Include strategies to promote effective parental involvement in the school.

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.

DIP 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 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8)

A continuing need exists for improved documentation of attendance and feedback from participants. Improvement efforts will focus on increasing parent participation within the existing structure. Lack of Adequate Yearly Progress (AYP) for the District requires specific parent letters and follow up information regarding DIP strategies.

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

- District Parent Involvement Center (PIC) is centrally located and well utilized.
- District Family and Community involvement in home instruction and health education receive positive feedback.
- Dropout and attendance rates were within one percentage point of last year.
- The District's attendance rate is 94.7%.
- Four year completion rate data showed an increase of over eight percent.
- Disciplinary Alternative Program referrals are down by 100 students.
- Campuses have access to a Parent Liaison to assist with required parent communication and implementation of campus efforts.

Family and Community Involvement Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Parent feedback notes security and safety concerns at the campus and on bus transportation
2. Parent requests note a strong need for more sessions addressing effective homework strategies and home learning activities for academics noted as high need.

District Context and Organization

District Context and Organization Summary

Context and Organization for the District and campuses includes addressing data such and customer feedback and educational research to support changes such as the expansion of *Programs and Schools of Choice*. Student Support services such as counselors, social workers and instructional facilitators are also included. This section of the Needs Assessment also reviews effective implementation of the required Decision-Making Processes for the District and campuses and proper documentation of these efforts.

District Improvement efforts include the expansion of *Programs and Schools of Choice* centers and academies and improved program coordination for Title I and State Compensatory Education (SCE). Analysis of existing schools of choice, parent feedback, campus input and current research supports continuation of current programs. GPISD is expanding choice by adding programs through academies and centers at existing campuses. Specific training, related costs and timelines for opening the centers or academies are in place. New programs will be operated within existing neighborhood schools. Basic requirements are set and information for application is available.

Programs of Choice are specialized instructional programs offered within an existing neighborhood school. *Schools of Choice* are campuses completely organized around a specialized instructional program. GPISD expanded from four to fifteen choice options for the 2012-2013 schoolyear. All fifteen choice options are available to students from the neighborhood and across the district through an application process.

Elementary Schools of Choice:

Daniels Academy of Science and Math

Garner Fine Arts Academy

Whitt Fine Arts Academy

Marshall Leadership Academy

STEM Academy at the Crockett 5th Grade Center

Secondary Programs of Choice:

The Fine Arts Academy at Reagan Middle School

The Fine Arts Academy at Grand Prairie 9th Grade Center

The Grand Prairie Academy of Fine Arts

The Center for Sports Health Science at South Grand Prairie 9th Grade Center

The Center for Sports Health Science at South Grand Prairie High School

Secondary Schools of Choice:

Young Women's Leadership Academy at Arnold Middle School

Young Men's Leadership Academy at Kennedy Middle School

Crosswinds High School

Dubiski Career High School

Grand Prairie ISD entered into Stage 1 of the School Improvement Program during the 2012-2013 school year. This designation stems from federal requirements to make Adequate Yearly Progress (AYP) in both Reading and Math assessments. The District was required to develop a two-year District Improvement Plan (DIP) to include the eight requirements of the School Improvement Plan. The 8 Requirements are noted in the appropriate section(s) of the Comprehensive Needs Assessment.

School Context SIP connection:

SIP Requirement #7: Specify the responsibilities of the Texas Education Agency (TEA) and the Grand Prairie Independent School District under the plan, including specifying the technical assistance to be provided by the TEA and the District responsibilities under 1120A [Fiscal Requirements]

District Context and Organization Strengths

- Positive results and feedback on the structure and success of the four previously existing choice options.
- Parent and community support of expanded choice options.
- Campus counselors are supported at the District level for materials, compliance with mandates and training.
- Social workers are assigned to campuses and supported at the District level for materials, compliance with mandates and training.

District Context and Organization Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Expand and improve Programs and Schools of Choice including specialized curriculum
2. Improve documentation procedures for all District and campus improvement efforts such as parent and community involvement, tutoring, teacher training, etc.

Technology

Technology Summary

DIP 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 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3)

A needs assessment utilizing teacher/student surveys, interviews, inventories, and the Texas STaR Chart was conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, student achievement, technology resources, staff development, and technical support.

Review of current efforts show acceptable adherence to the current Technology Plan. Six hours of training, two at the campus level and four from central staff or other sources, have been required. STaR Chart data and feedback from participants during the needs assessment process show a need for strategy improvements and related teacher training to ensure optimum usage of technology applications. Measurable outcomes based on STaR Chart responses are not reliable for instructional technology improvements and could lead to inflated responses. STaR Chart data will continue to be used as a survey from teachers and campus administrators regarding levels of success with using instructional technology in the classroom, related preparation and training, using technology for campus administration and instructional support and for monitoring improvements in technology infrastructure.

Improvements for instructional technology training are prioritized from STaR Chart data and training completion data. The 2013-2014 school year will initiate the Digital Conversion to Integration plan. Efforts will focus on strong training efforts to implement digital applications in the classroom.

Technology Strengths

- Teachers are 100% equipped with laptop computers and electronic notepads.
- CIPs all include strategies for hands on training for instructional applications.
- 23.7% of students are enrolled in Career and Technology education programs.

Technology Needs

Based upon district analysis, these areas of need are identified and listed in priority order:

1. Improve completion rates for District and campus based teacher training, particularly in the area on Classroom Technology

2. Increase the use to technology applications into the classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- AEIS longitudinal data
- AYP longitudinal data
- NCLB Report Card data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable 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
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 1: GPISD will meet or exceed the standard set by the Commissioner's Accountability Rubric in all subject areas for all students.

Summative Evaluation: STAAR records, AEIS reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>1) Implement supplemental services to Title I campuses via content Facilitators and Strategists to provide supplemental support to teachers for effective instruction, implementation of training concepts and utilization of student assessments.</p>	2, 3, 8	Content Facilitators Teaching and Learning team	Campus assignments, Schedules Grading period reports				
Funding Sources: 211 - Title 1 - \$150000.00							
<p>System Safeguard Strategies</p> <p>2) Implement Progress Monitoring improvements via Data Review Process. For each 9 week instructional period, student assessments/quizzes are administered each 3 and 6 weeks. A more detailed assessment is administered at the 9 week mark. This data is reviewed to guide performance adjustments in the classroom.</p>	1, 2, 8, 9	Assessment and Research staff Campus administrators Lead teachers	Data Review documentation for 3, 6, and 9 week assessments. Agenda and minutes of sessions Lead Teacher documentation				
Funding Sources: 199 - General Fund - \$5000.00							
<p>System Safeguard Strategies</p> <p>3) Provide campuses with supplemental prescriptive academic services and products for at risk students for challenging content areas (Writing, Social Studies) and groups of students noted in Systems Safeguards (SPED, ELL and some ethnic groups).</p>	1, 2, 5, 9	Teaching and Learning staff	Appropriate supplemental software purchases and installation Writing software reports for secondary students PEIMS data reviews and evaluations				
Funding Sources: 199 - SCE - \$5000.00, 211 - Title 1 - \$10000.00, 263 Title III - \$450000.00							
<p>System Safeguard Strategies</p> <p>4) Maintain compliant implementation of required Adminssions, Referrals and Dismissal (ARD) sessions and development adherence to the Individual Education Plan (IEP) for students. System Safeguards note Writing and Social Studies.</p>	8, 9, 10	Director, Special Education Campus ARD staff School Counselors	ARD records Student IEPs				
Funding Sources: 224 - IDEA B, Formula - \$5000.00, 199 - General Fund - \$10000.00							

<p align="center">System Safeguard Strategies</p> <p>5) Promote and provide academic opportunities for Special Education students and English Language Learners to address Writing and Social Studies instruction noted below target in System Safeguards: PLC, SPED and ELLtraining to support instructional delivery and identified modifications indicated in student IEPs.</p>	3, 8, 9	Director, Special Education Campus Administrators PLC	Aligned curriculum noted in lesson plans Curriculum unit assessments Enrollment figures System Safeguards Eduphria records				
Funding Sources: 224 - IDEA B, Formula - \$50000.00, 263 Title III - \$2000.00							
<p>6) Provide appropriate supplemental services to identified Migrant students under Title I, Part C as per the Region 10 Education Center Migrant Education Program Priority for Services/Migrant Plan of Action.</p>	9	Migrant Recruiter Region 10 ESC designee	Region 10 ESC Contract NGS records Student records and assessment data				
Funding Sources: 212- Title I-C Migrant - \$40000.00							
<p>7) GPISD will develop and implement 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>	1, 2, 9	Teaching and Learning staff, campus administrators and teachers, iCoaches	CIPs, lesson plans and iCoach records of classroom implementation				
Funding Sources: 199 - General Fund - \$40000.00							
<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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 2: GPISD will increase instructional time by raising student attendance to the exemplary level of 98%.










Summative Evaluation: AEIS data for District and each campus. 98%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Every Child, Every Seat, Every Day initiative for increased instructional time and increased school funding based on average daily attendance.	2, 9	Director, Public Information Director, Public Engagement Campus Administrators Parent Liaisons Social Workers	AEIS Attendance Reports District Attendance Reports				
Funding Sources: 199 - General Fund - \$5000.00							
2) Campus Health Conditions Survey and related actions to improve attendance for students with chronic health conditions, communicable diseases and special circumstances such as pregnancy and parenting.	6, 9	Director, Health Services Teen Pregnancy Facilitator Campus Nurses	Survey results ARD, 504, Individual Health Plans, Emergency Action Plans Student Fitness Assessment Test results PDAS Evaluations of Teen Pregnancy Facilitators and Campus Nurses Elementary Vaccine records Bienstar Type 2 Diabetes prevention records				
Funding Sources: 199 - General Fund - \$500.00, 199 - SCE - \$1000.00							
= 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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 3: GPISD will increase Dual Credit and Advanced Placement course enrollment and successful completion rates by 5% annually. (High Schools)

Summative Evaluation: DC and AP enrollment numbers and completion rates

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide academic challenges for students to accelerate learning via Dual Credit and Advanced Placement enrollment and success rates.		Executive Director Post Secondary Readiness, College and Career Readines Directors, Counselors, Classroom teachers, Executive Director Assessment and Research	Dual Credit enrollment and success rates Advanced Placement enrollment and success rates				
 = 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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 4: GPISD will increase enrollment in Early Childhood Development programs by 5% annually. (Elementary Schools)

Summative Evaluation: ECE enrollment and completion figures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Develop a partnership with Region 10 ESC and external partners to plan for program improvements.	7	Executive Director, Elementary Education	Documentation of planning sessions				
Funding Sources: 199 - General Fund - \$4000.00							
2) Offer parent sessions and workshops to better inform regarding the availability and benefits of preschool programs, targeting low income families.	7	Executive Directors of Elementary Education and Parent Involvement	Session documentation and parent feedback, enrollment figures				
Funding Sources: 211 - Title 1 - \$5000.00							
= 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 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 5: GPISD will implement effective gifted and talented services that are modified and updated annually. (Legal requirement)

Summative Evaluation: AEIS reports, GT department data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize multiple and diverse criteria, both quantitative and qualitative, to identify gifted students K-12.	2, 8	Executive Director Post Secondary Readiness College and Career Readiness Directors Campus Selection Committee	Campus Selection Committee reports Student Summary Profiles Spanish/non-verbal assessments GT Testing Summary reports Ethnicity and Language data				
2) Promote and provide academic opportunities for gifted students to accelerate learning in areas of strength with a differentiated curriculum.	2	Executive Director Post Secondary Readiness, College and Career Readiness Directors, Executive Director Assessment and Research, Advanced Academic Counselors	Scaffolded curriculum noted in lesson plans Curriculum unit assessments Master schedules STAAR results Dual Credit enrollment and success rate AP enrollment and success rate CBE results				
3) Texas Performance Standards Projects: continue implementation of TPSP for GT students in grades 1-5 and begin in 6-8 19TAC 89.3 (2)		Director of Advanced Academic Services Principals	TPSP awards records Department and campus records				
= 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 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 1: GPISD will design and implement College and Career Readiness activities and initiatives to ensure student success.

Summative Evaluation: Campus Plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) College Readiness Assessment Preparation: Coordinate and support TSI/SAT/ACT preparation opportunities for students interested in dual credit. Provide training for Junior level teachers to impact/improve mean scores.	1, 3, 8, 9	Executive Director of Post Secondary Readiness, Director of College Readiness, Campus College Readiness Contacts	Attendance records for student attendance in readiness prep sessions. Junior level teacher attendance records for prep training				
2) Increase student participation in college readiness assessments: Analyze college readiness data to identify students to recruit for participation in TSI/SAT/ACT assessments, as well as enrollment in Advanced Placement and Dual Credit courses.	8, 9	Executive Director of Post Secondary Readiness, Director of College Readiness, Campus College Readiness Contacts	Participation records, Department documentation of review and recruitment				
Funding Sources: 199 - General Fund - \$5000.00							
3) Pathways to Scholarship Program extended to both high schools to offer assistance to parents and students in the process of effective scholarship applications, particularly targeting low income students.	10	High School Principals Alicia Tijerina (School Improvement Office)	Participation data from sessions Scholarships awarded				
Funding Sources: 199 - General Fund - \$2000.00, 211 - Title 1 - \$500.00							
= 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 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

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
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	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 - \$2000.00							
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.	1, 3, 5, 8, 9	Content Facilitators and Strategists, iCoaches, Campus Administrators and Teachers	PLC meeting documentation, lesson plans				
Funding Sources: 199 - SCE - \$40000.00							
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.		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 - \$13000.00							
= 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 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 3: 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
1) Coordinated School Health programs for each campus compliant with regulations	10	Pat Schull	CSH documentation				
Funding Sources: 199 - General Fund - \$1000.00							
2) Implement citizenship for a free enterprise society via Social Studies curriculum	10	Social Studies Faciliator and Strategists, iCoaches	Lesson plans, departmental documentation				
3) Implement curriculum and activities for anti-bullying 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.	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 - \$5000.00, 211 - Title I - \$100000.00							
 = 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 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 4: GPISD will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner.


Summative Evaluation: Choice programs, enrollment data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
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.	9, 10	Chief of School Improvement Services, Coordinator of School Choice and Program Initiatives.	Position filled, baseline documentation				
Funding Sources: 199 - SCE - \$100000.00							
= 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)

Performance Objective 1: GPISD will develop a strategic 5-year plan to encompass bond/facilities, safety issues and a succession plan as measured by quarterly Board of Education reports.










Summative Evaluation: BOE Reports, Plan document

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Establish committee membership for plan development and create chairpersons for each section of the plan.		Superintendent and Cabinet	Committee members roste, Plan sections and lead persons. Bond committee in place and working.	✓	✓	✓	✓
Funding Sources: 199 - General Fund - \$2000.00							
							

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)

Performance Objective 2: GPISD will maintain a balanced budget as measured by quarterly Board of Education Reports.














Summative Evaluation: BOE Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Monitor all campus and department spending monthly. Follow chain of command on all campus and department purchase orders. Complete reports for all departments and campuses for review by Administrators and the Board of Education.	1	Campus and Department Administrators, Chief Financial Officer.	Purchase order documentation, Financial reports.				
Title I campuses adhere to spending percentages set by GPISD.	Funding Sources: 199 - General Fund - \$100000.00, 211 - Title 1 - \$50000.00						
 = 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 5 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 sepcifically identify exceptions to the 100% rule to develop a continuous improvement plan.	3	Executive Director, Human Resources Executive Director, Federal/State Programs	HQ Focused Data Analysis 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, Human Resources	HQ Equity Distribution Reports with longitudinal data 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 5 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, 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
1) Implement an annual 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.	4	Executive Director, Staff Development; Deputy Superintendent Human Capital Management	Staff Development Plan HQ Continuous Improvement Plan STaR Chart Data PDAS Information Teacher Feedback forms Eduphoria records				
				Funding Sources: 199 - General Fund			
2) Monitor progress of training integration with Teaching and Learning and Instructional Technology for better implementation of curriculum and enhanced instructional capacity. See Performance Objectives 3.1 and 3.2	4, 10	Executive Director, Staff Development Executive Director, Teaching and Learning Director, Instructional Technology	Baseline data report reviews				
				Funding Sources: 211 - Title I, 199 - General Fund			
3) Leadership Staff Development: Leadership Academy Cohorts, Relational Capacity Building using programs such as Capturing Kids Hearts, Process Champions and Leadership Blueprint. Intentional leadership building through succession planning and purposeful training experiences. Use of interns, administrative student interns, and teacher leadership initiatives to enhance professional capacity building.	4	Executive Director, Staff Development; Deputy Superintendent of Human Capital Management	Eduphoria records				
				Funding Sources: Title II - \$2000.00, 199 - General Fund - \$19000.00			

<p>4) Instructional Staff Development: Instructional coaches/strategists/facilitator Trainer of Trainers model to support classroom implementation follow-up. Topics: Thinking Maps, Problem Based Learning, Professional Learning Communities, Effective Instructional Strategies. Developing online web-based learning environment.</p>	<p>4</p>	<p>Executive Director, Staff Development Instructional Strategists Director of College and Career Readiness</p>	<p>Eduphoria records Strategies calendar and reports Daily 5 (K-2)</p>				
<p>Funding Sources: 211 - Title I - \$840000.00, Title II - \$400000.00, 211 - Title I - \$150000.00</p>							
<p>5) Human Capital Development Plan: Plan will be developed to include all staff related to instruction that aligns professional growth activities with job descriptions and evaluation instruments to promote professional growth, increase instructional capacity, and promote student success</p>		<p>Executive Director of Staff Development, Director of College and Career Readiness, Executive Director of Human Resources, Deputy Superintendent of Human Capital Management</p>	<p>Staff Development/Human Capital Development plan</p>				
<p>Funding Sources: 199 - General Fund - \$500.00</p>							
<p>  = 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 5 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 design and implement a leadership decision-making matrix to raise awareness, understanding and support for the input of each stakeholder in the decision-making process.

Summative Evaluation: Matrix. EIC and CIC membership

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide information and assistance to Principals in using Eduphoria for monitoring training compliance.	4	Campus Technologists	Campus Technologists documentation				
			Eduphoria tracking, usage reports				
Funding Sources: 244 - CATE - \$40000.00							
2) Campus based training plans and required District training reports furnished to each teacher.	3, 4, 5	Campus Administrators Campus Technologists	Eduphoria reports				
			Campus usage reports				
Funding Sources: Title II - \$4000.00, 199 - General Fund - \$10000.00							
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.	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 - \$5000.00, 199 - SCE - \$5000.00							
= 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 5 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
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.	6	Executive Director of Parent Involvement, campus Parent Liaisons	Schedule of parent meetings, attendance and feedback information. Parent/School Compacts signed and on file to establish baseline data for growth to 100% signed and on file.				
Funding Sources: 211 - Title 1 - \$600000.00							
= 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 5 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.

Summative Evaluation: Agenda and sign-in sheets for sessions.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
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.	1, 6	Campus Administrators, Parent/Community Liaisons, Teachers	Session agenda and sign-in, training materials, parent feedback				
Funding Sources: 199 - General Fund - \$2500.00, 211 - Title 1 - \$3000.00							
 = 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 5 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
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.	6	Campus Administrators, Parent/Community Liaisons, teachers	Survey results, feedback documentation				
Funding Sources: 199 - SCE - \$4000.00							
= 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 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement 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
1) Target staff development efforts to improve STaR chart ratings to stress the necessary/required technology training.	4	Director, Instructional Technology	STaR Chart results Campus Administrator training records GPISD Technology Plan				
Funding Sources: 244 - CATE - \$5000.00, Title II - \$10000.00							
= 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 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)

Performance Objective 2: GPISD will design and implement a comprehensive Digital Integration to Conversion plan resulting in increased teaching and learning performance.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Review and expand delivery methods for training on resource management, inventory and usage data.	1	Instructional Technologists Media Specialists	Campus session data				
2) Review and expand delivery methods for training for technology connections for teaching and learning	3	Instructional Technologists Media Specialists	Eduphoria records Campus session data				
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, Executive Director of Instructional Technology; Director of College and Career Readiness	Eduphoria workshop documentation, walk through data				
Funding Sources: Title II - \$20000.00							

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		Executive Director of Staff Development, Chief Teaching and Learning Officer, Content Facilitators, Executive Director of Instructional Media; Director of College & Career Readiness	Eduphoria workshop documentation				
Funding Sources: 199 - General Fund - \$10000.00							
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.	2, 9	Campus based Instructional Technologists, IT department (Kathy Nichols) and Communications department (Teri Wilson).	Daily e-newsletters, Instructional Technologists recommendations and feedback on usage in the classroom.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 5 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 design and implement a comprehensive safety plan to ensure the safety and well-being of students, staff, parents and community members.

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
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.	1, 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 - \$10000.00							
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.	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 - \$800000.00							
= 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 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

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
1) PEIMS Department development of improved procedures for identification of at risk students and proper entry for PEIMS data.	9, 10	Director of Student Information Services and department Staff Campus Teachers, Counselors, PEIMS clerks and Administrators	PEIMS data reports of at risk students				
Funding Sources: 199 - General Fund - \$2000.00							
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	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 - \$2000000.00							
= 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 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 2: GPISD will reduce dropout rates and increase graduation rates for all students to 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
1) Open HOPE Academy for dropout recovery of overage students. Enrollment is voluntary. Credit recovery efforts are supported by classroom teachers. Digital programs are available.	5, 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 - \$700000.00, 199 - SCE - \$10000.00			
2) Restructuring Crosswinds HS to create more effective schedules, teaching and learning opportunities and digital learning opportunities.	9, 10	Campus Administrators and Teachers	Enrollment data, credit recovery and graduation rates.			✓	✓
				Funding Sources: 199 - SCE - \$800000.00			
3) Incorporate District digital resources for credit recovery opportunities and both GPISD high schools.	9, 10	Teaching and Learning staff, Instructional Technology staff, Campus Technologists.	Usage data, credit recovery and graduation rates.				✓
				Funding Sources: 199 - SCE - \$100000.00, 199 - General Fund - \$4000.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Implement supplemental services to Title I campuses via content Faciliators and Strategists to provide supplemental support to teachers for effective instruction, implementation of training concepts and utilization of student assessments.
1	1	2	Implement Progress Monitoring improvements via Data Review Process. For each 9 week instructional period, student assessments/quizzes are administered each 3 and 6 weeks. A more detailed assessment is administered at the 9 week mark. This data is reviewd to guide performance adjustments in the classroom.
1	1	3	Provide campuses with supplemental prescriptive academic services and products for at risk students for challenging content areas (Writing, Social Studies) and groups of students noted in Systems Safeguards (SPED, ELL and some ethnic groups).
1	1	4	Maintain compliant implementation of required Adminssions, Referrals and Dismissal (ARD) sessions and development adherence to the Individual Education Plan (IEP) for students. System Safeguards note Writing and Social Studies.
1	1	5	Promote and provide academic opportunities for Special Education students and English Language Learners to address Writing and Social Studies instruction noted below target in System Safeguards: PLC, SPED and ELLtraining to support instructional delivery and identified modifications indicated in student IEPs.
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 and campus training on assessment administration, guided reading training, campus walk throughs, progress monitoring, kindergarten round ups and parent sessions.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199E32612100935024000	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,220.00
199E31614105921024000	6141 Social Security/Medicare	\$25.00
199E11614200699024000	6142 Group Health and Life Insurance	\$175.00
199E31614305921024000	6143 Workers' Compensation	\$20.00
	6100 Subtotal:	\$1,440.00

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
Leslie K. Bender Jutzi	Director	Educational Projects	1

Title I

Schoolwide Program Plan

GPISD operates Title I Schoolwide Campuses in all eligible campuses due to the percentage of low income students. Annually, campuses review the schoolwide concept and the targeted assistance concept with faculty and parents via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program Plan.

The schoolwide program plan is reviewed and updated annually during the Comprehensive Needs Assessment process. The process includes a review of the ten components of a schoolwide program with connections to the Goal Areas. GPISD has included a Performance Objective in Goal Area 4 to address improvements in this process and all shared decision-making efforts.

Schoolwide reform strategies are reviewed, updated and incorporated into the District Improvement Plan and Campus Improvement Plans annually. For the 2013-2014 schoolyear these reform strategies are addressed:

- Increase instructional time via increased attendance rates.
- Incorporate a College and Career Readiness plan.
- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development plan, approved by the CIC.
- Implement a Digital Integration to Conversion plan to improve computer assisted instruction.
- Focus Parent Involvement sessions on student academic achievement, as requested in parent survey.
- Design and implement improved comprehensive safety plans to ensure a positive teaching and learning environment.

Components three, four and five will be improved with the reform initiative addressing Human Capital Development (HCD) in Goal Area 4. 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.

Parental involvement is noted in the District Improvement Plan and all Campus Improvement Plans in Goal Area 5. Title I funds are allocated to each campus by formula to comply with expenditure requirements. Updates for 2013-2014 include new focus on parent involvement responses and survey information stating the need for better information regarding assisting students with academics. Campuses are required to offer a minimum of five parent sessions on student achievement needs and techniques for homework assistance and home learning opportunities.

GPISD Title I elementary campuses all offer Pre-Kindergarten programs. The District also operates the Bonham Early Education Center to serve more students. GPISD has set a Performance Objective in Goal Area 1 for the 2013-2014 schoolyear to increase enrollment by 5%. Related strategies are included in Goal Area 1 in the District Improvement Plan and all Campus Improvement Plans.

Involving teachers in the decision-making process regarding the use of assessment is addressed in a new Performance Objective in Goal Area 4 geared to improving shared decision-making at the campus and district level. The district level Education Improvement Committee currently provides input and votes on any proposed changes to student assessment. Campus Improvement Committees currently provide feedback to Principals regarding student assessments.

Student services are designed and implemented primarily based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency) and eight categories of psycho-social measures (such as homelessness or parenting). PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8 specifically and are utilized in Goal Area 1 Student Achievement as well. Tutoring efforts are well documented. Dual Language programs and ESL programs are included in teacher preparation and training efforts. Individual campuses also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance

Coordination of federal, state and local services and programs are addressed in the Comprehensive Needs Assessment process and the budgeting process. Local funds, Title I funds and State Compensatory Education funds, as well as any other special revenue or grant funds at each campus are budgeted in an integrated budget development process. GPISD requires all purchase orders to include a reference to the Campus Improvement Plan to monitor for effective coordination. The District Improvement Plan and all Campus Improvement Plans have included a new Goal Area 3 for improving fiscal responsibility.

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

The District Improvement Plan and Campus Improvement Plans include a new 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 strategie in the DIP and CIP format provides a pick list choice option for the Component(s) addressed by that Strategy.

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.

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. 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. Of the additional 23 elementary campuses, 16 offer Pre-Kindergarten and Kindergarten and seven more offer Kindergarten. The remaining elementary campus, Crockett, is a 5th grade center only. In addition, all GPISD campuses and the Parent Involvement Center 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 than 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.

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.

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

The District is working to better coordinated federal, state and local services and programs through the Comprehensive Needs Assessment process and the budgeting process. A strong focus for integrating Title I funds and State Compensatory Funds dedicated to improve instruction of students at risk of dropping out of school are in place.

The DIP and Title I CIPs include a new Fiscal Responsibility Goal Area for the 2013-2014 school year. The first objective notes adherence to the Business Operations Handbook that covers expenditure guidelines for all funds. Operations also require, and Strategies in this Goal Area 3, note a firm requirement for a CIP reference for purchase orders.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alarcon, Veronica	Instructional Strategist	T&L	1
Amaro, Ruth	Social Worker	Student Support	1
Ansley, Stacy	Instructional Strategist	T&L	1
Arroyo, Vivian	Teacher/Coach	T&L	1
Atkins, Corey	Master Teacher	T&L	1
Aye\res, Maura	Instructional Strategist	T&L	1
Barrera, Suzeana	Teacher/Coach	T&L	1
Biehl, Vonessa	Teacher/Coach	T&L	1
Bryan-Edwards, Marsha	Instructional Strategist	T&L	1
Camacho, Ivan	Community Liaison	Parent Involvement	1
Camarillo, Elizabeth	Community Liaison	Parent Involvement	1
Carillo, Patricia	Community Liaison	Parent Involvement	1
Carter, Tracey Armelda	Teacher/Coach	T&L left Oct. 31, 2013	1
Clemmons, Arletheia	Community Liaison	Parent Involvement	1
Cotter, Christopher	Computer Technician	IT	1
Crabb, Gloria	Community Liaison	Parent Involvement	1
Delgado, Gabriella	Community Liaison	Parent Involvement	1
Ellison, Julie	Social Worker	Student Support	1
Estrada, Ann	Clerk	School Improvementq	1
Estrada, Sylvia	Clerk	Parent Involvement	1
Foo, Rosanelda	Community Liaison	Parent Involvement	1
Garcia, Blanca	Community Liaison	Parent Involvement	1
Gibson, Thomas C.	Teacher/Coach	T&L	1
Gonzales, Kristi Lynn	Teacher/Coach	T&L	1
Gyer, Jessica	Instructional Stretegist	T&L	1

Hall, Carolee	Teacher/Coach	T&L	1
Hasty, Kathy	Teacher/Coach	T&L	1
Hickey, Malaina	Lead Social Worker	Student Support	1
Hinojos, Linda	Curriculum Translator	Bilingual/ESL	1
Izquierdo, Monica	Instructional Strategist	T&L	1
Jackson, Wendy	Teacher/Coach	T&L	1
Jones, Cicley D.	Teacher/Coach	T&L	1
Kostyniak, Chelsea	Instructional Strategist	T&L	1
Lee, Christopher	Instructional Strategist	T&L	1
Little, Eileen	Instructional Strategist	T&L	1
Lopez, Eleticia	Clerk	Bilingual/ESL	1
Martin, Valerie	Social Worker	Student Support	1
Matthews, Holly L.	Teacher/Coach	T&L	1
McGee, Blanca	Social Worker	Student Support	1
Moreno, Clara	Community Liaison	Parent Involvement	1
Morton, Diane	Teacher/Coach	T&L	1
Morton, Rachel	Teacher/Coach	T&L	1
Osten, Shelly Louise	Teacher/Coach	T&L	1
Padilla, Lionel	Community Liaison	Parent Involvement	1
Rangel, Rebecca	Community Liaison	Parent Involvement	1
Resendiz, Magdalena	Dual Language Strategist	Bilingual/ESL	1
Reynolds, Danielle Foss	Instructional Strategist	T&L	1
Rivera, Yahaira	Teacher/Coach	T&L	1
Roden, Kasie	Instructional Strategist	T&L	1
Rodriguez, Esmeralda	Parent Involvement Coordinator	Parent Involvement	1
Salguero, Karin	Community Liaison	Parent Involvement	1
Smith, Monica	ESL Strategist	Bilingual/ESL	1
Solfermoser, Katherine	Instructional Strategist	T&L	1

Vasquez, Mary Alice	Teacher/Coach	T&L	1
Vega, Luz A	Instructional Specialist	Bilingual ESL	1
Wade, Clarenca Demitri	Teacher/Coach	T&L	1
Waller, Rebecca	Teacher/Coach	T&L	1
Walters, Kimberly	Teacher/Coach	T&L	1
Ward, Jennifer Anne	Teacher/Coach	T&L	1
Ware, Amy	Teacher/Coach	T&L	1
Watson, Kristen	Instructional Strategist	T&L	1
Wilkins, Peggy	Instructional Strategist	T&L	1
Wolters, Magdalena	Community Liaison	Parent Involvement	1

2013-2014 District Education Improvement Committee

Committee Role	Name	Position
Administrator		
Administrator	Jennifer Ellison	GP Collegiate Institute
Administrator	Brayonna Howard	SGPHS
Administrator	Ruben Molinar	GPHS
Business Representative	Amber Danford	Community
Business Representative	Mark Hepworth	Community
Classroom Teacher	Crystil Adams	Fannin
Classroom Teacher	Betsy Berkebile	Garcia
Classroom Teacher	Dianna Bernhausen	Kennedy
Classroom Teacher	Gwen Brazelton	Garner
Classroom Teacher	Bernie Brooks	Moore
Classroom Teacher	Marco Escalera	Travis
Classroom Teacher	Amy Flioyd	Seguin
Classroom Teacher	Courtney Gamage	Milam Ochoa
Classroom Teacher	Amber Gunner	Crockett
Classroom Teacher	Alacia Harris	Bowie
Classroom Teacher	Erika Hensley	Williams
Classroom Teacher	Karina Hernandez	Jackson
Classroom Teacher	Tiahesha Hill	Daniels
Classroom Teacher	Michal Hodges	Powell
Classroom Teacher	Jean Ann Holt	Zavala
Classroom Teacher	Brenda Jacks	Dubiski
Classroom Teacher	Deidra Keener	Arnold
Classroom Teacher	Miranda Kilbride	Rayburn
Classroom Teacher	Timothy Kruzik	GPHS

Classroom Teacher	Josh MacCormack	SGPHS
Classroom Teacher	Jenna MacDonald	Moseley
Classroom Teacher	Judy McCallister	Eisenhower
Classroom Teacher	J.R. McCollum	Crosswinds
Classroom Teacher	Whitney McKinney	Adams MS
Classroom Teacher	Sandra Mejia	Bush
Classroom Teacher	Tina Moore	GP Fine Arts Academy
Classroom Teacher	Brittany Randolph	SGP 9th
Classroom Teacher	Suzanne Raymond	Dickinson
Classroom Teacher	Frank Preston Rose	Dubiski
Classroom Teacher	Staci Sellers	Hill
Classroom Teacher	Lisa Solis	Lee
Classroom Teacher	Kristie Stepehnson	Truman
Classroom Teacher	Lynne Summers	Reagan
Classroom Teacher	Miguel Tapia	Austin
Classroom Teacher	Elaine Trahan	Whitt
Classroom Teacher	Jannay Valez	Johnson DAEP
Classroom Teacher	Jan Whitenight	Bonham
District-level Professional	Deedie Jones	Marshall / ED Center
Parent	Angela Geisendorff	
Parent	Melinda Sotero	