

Grand Prairie Independent School District
Grand Prairie, Texas



District Improvement Plan
2011-2012

C O N T E N T S

Grand Prairie ISD Vision Statement, Mission Statement and District Overview

Grand Prairie ISD Comprehensive Needs Assessment

Grand Prairie ISD District Improvement Plan

- 1) 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)

Performance Objective 1.1: GPISD will develop a standardized documentation process for campus and district parent and community involvement and volunteer efforts to record the type of activity, attendance patterns and customer feedback to establish longitudinal data on the effectiveness of the programs.

Performance Objective 1.2: GPISD will increase participation in current parent and community involvement efforts such as the Home Instruction for Parents of Preschool Youngsters program, Health Fairs and adult language classes by 10% annually for previously underrepresented groups and campuses.

- 2) 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)

Performance Objective 2.1: GPISD will increase instructional time by raising student attendance to the exemplary level of 98%.

Performance Objective 2.2: GPISD will review and revise the process for identifying at-risk students to provide longitudinal student data to more effectively focus instruction, interventions and related services.

Performance Objective 2.3: GPISD will standardize the process for developing prescriptive academic services for identified LEP, Gifted and Talented and Special Education students.

Performance Objective 2.4: GPISD will increase the percentage of students meeting state requirements on the state academic assessment to 95% for all student groups in order to achieve a district rating of Exemplary.

- 3) 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)

Performance Objective 3.1: GPISD will implement a standardized documentation process to monitor the utilization of the CSCOPE online curriculum to establish baseline data to measure core content curriculum implementation.

Performance Objective 3.2: GPISD will coordinate efforts between the departments of Teaching and Learning, Staff Development and Instructional Technology to increase the CSCOPE effective lesson plan database by 10% annually.

Performance Objective 3.3: GPISD will implement 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.

- 4) 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)

Performance Objective 4.1: GPISD will provide communication and training based on improved data regarding students at-risk of dropping out of school. (See Performance Objective 2.2.)

Performance Objective 4.2: GPISD will reduce dropout rates and increase graduation rates for all students to the exemplary rate set by the Texas Education Agency.

Performance Objective 4.3: GPISD will increase the number of students graduating within four years of entering high school by 10% per year.

- 5) 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)

Performance Objective 5.1: GPISD will annually document the Highly Qualified Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

Performance Objective 5.2: GPISD will document a staff development plan that addresses compliance with certifications, advanced degrees, instructional technology applications and the relationship capacity necessary for effective teaching and learning.

- 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)

Performance Objective 6.1: GPISD will increase STaR ratings in the Leadership, Administration and Instructional Support category to Advanced Technology for 100% of campuses (18 remaining).

Performance Objective 6.2: GPISD will increase STaR ratings in Educator Preparation and Development to Advanced Technology for 100% of campuses (18 remaining).

Performance Objective 6.3: GPISD will increase STaR ratings in Teaching and Learning to Advanced Technology for 100% of campuses (27 remaining)

- 7) GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health for 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)

Performance Objective 7.1: GPISD will review and revise the process for campus discipline referrals and for removal of students to a disciplinary alternative education setting to establish a standardized process to improve student interventions.

Performance Objective 7.2: GPISD will implement curriculum and student activities to address behavioral issues through curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence. (See Performance Objective 3.3)

GPISD Child Sexual Abuse Plan Overview

State Compensatory Education Plan Overview

Title I, Part A Plan Overview

Individuals with Disabilities Act Special Education Plan Overview

GPISD Education Improvement Committee Roster 2011-2012

Attachment 1: Funding by function code or category (under development)

Mission Statement

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

Vision Statement

We are a learning community vigorously pursuing student success.

Grand Prairie ISD District Overview

Grand Prairie Independent School District (GPISD) covers 58-square miles in the heart of the Dallas-Fort Worth metroplex serving more than 26,200 students within the Dallas County portion of the city of Grand Prairie, Texas. The district borders Irving, Texas to the north and the Joe Pool lake area to the south. The district has 38 campuses including two high schools, two ninth grade centers, seven middle schools and twenty-two elementary schools, as well as a 5th grade campus and Pre-Kindergarten campus. GPISD has two secondary schools of choice, one focused on accelerated instruction in a non-traditional setting and one focused on career and technology education. GPISD is restructuring one elementary school as a fine arts academy for 2011-2012 and entering the planning stages for an all girl middle school. The district also provides a disciplinary alternative education campus. More than 60% of GPISD campuses that qualify for Texas Education Agency ratings are rated as high performing with seven Exemplary campuses and fifteen Recognized campuses.

The GPISD student population is 17.7% African American, 63% Hispanic, 15.1% White, 3.7% Asian/Pacific Islander and .5% Native American. For the last five years the district has grown by approximately seven hundred students per year. The ethnic breakdown has remained fairly constant with an annual increase in Hispanic students comparable to the increase in total enrollment. Assessments show that 24.5% of our students are Limited English Proficient. Approximately 18% of our students have been reported with disciplinary placements and over 15,000 students, 58.3%, have one or more designations as at-risk of dropping out of school. The District's attendance rate is 94.7%. GPISD serves 5,895 students, 22.4%, in the Bilingual/English as Second Language program. The Career and Technical Education program serves 5,885 students, 22.4%. Gifted and Talented programs are provided to 2,113 students, 8%. Special Education serves 2,370 students, 9%. GPISD receives Title I, Part A funds via federal legislation *No Child Left Behind, P.L. 107-110* because the population of economically disadvantaged students is 69.8%.

Grand Prairie ISD Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Data Documentation

The Grand Prairie Independent School District Comprehensive Needs Assessment (CNA) process is a continuous effort to maintain excellence and to identify needs for improvement. The process documents these needs and serves to focus efforts and funding on developing effective strategies to move GPISD toward becoming a Texas Education Agency Exemplary District. The following data were used for this analysis:

District Goals
Academic Excellence Indicator System (AEIS) data
Texas Assessment of Knowledge and Skills (TAKS) results
Public Education Information Management System (PEIMS) data
At-Risk data
Demographic data
Attendance data
Safe and Drug Free Schools and Communities Program Annual Evaluation
Lamar DAEP Placement Data
Daniels DAEP Data
GPISD Social Workers End of Year Report
State and Federal planning requirements
Performance Based Monitoring Analysis System report
GPISD Technology Plan
STaR Charts
GPISD Highly Qualified Teacher Focused Analysis Process (Continuous Improvement Plan)
Staff development evaluations
CSCOPE curriculum implementation data
Prior year budgets and expenditures
FIRST Financial Integrity Rating System of Texas
Education Improvement Committee meeting discussions

Comprehensive Needs Assessment Narrative

Parent and Community Involvement:

GPISD is committed to a full partnership with parents and community in providing an optimum teaching and learning experience for students. The needs assessment process for this area includes a review of current and previous levels of parent and community participation in existing activities, feedback and evaluations from parents and community members regarding existing opportunities and planning and information sessions with administrators to evaluate quality and participation levels for these opportunities.

Current structure for parent and community involvement distinguishes between participation as a volunteer and participation in activities and events. By law, volunteers must complete application forms from the Texas Safe Schools Project and pass a background check. Parents and community members may participate in planned activities and events without this application process.

Volunteer applications over the last five years show significant increases from 2,742 in 2005-2006 to 5,878 for 2009-2010. During the first semester of the 2010-2011 school year 4,299 volunteers are documented. Volunteer opportunities include mentoring and tutoring for students, assistance with planning and delivery of parent and community sessions and events, assistance with campus based parent communication and working with the Parent Facilitator/Community Liaison. Campuses record volunteer hours and types of services. There is a need to compile the campus data into district baseline data for volunteer efforts to develop strategies to maintain and improve the efforts.

Activities and events for parent and community participation include night 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. GPISD offers two annual health fairs assisted by community, state and federal organizations. The district also utilizes the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to support parents in their efforts as first teachers. Additional 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.

Continued focus on language development and home teaching and learning activities are supported by the district’s at-risk data. Eighteen of twenty-three elementary schools show category #10, Limited English Proficiency, as the number one at-risk category with category #1, Reading Readiness, as the number two at-risk category. The five remaining elementary schools show both of these categories in their top three. Current strategies to address reading readiness and second language development include the HIPPY program and a strong dual language focus in our elementary schools. Dual language efforts support strengthening of the first language, or the primary language used at home, during the learning process of acquiring a second language. English and Spanish are the primary languages used at home for our students and therefore the primary languages of the program, although various world languages are highlighted regularly in the program.

Limited English Proficiency and Instrument Test failures (TAKS) are the top two at-risk categories for most secondary schools with retention rates as the third highest. This data shows a logical progression of similar challenges noted in elementary. Reading readiness assessments move into state academic assessments and retention rates as well as individual course failures begin to increase. Supporting parents in their efforts as full partners in their child's education remains a priority for older students.

Discussion and program reviews note that a major concern with all types of parent and community activity is consistent attendance and completion rates. To address this concern, program administrators will focus on:

- Improved and expanded parent and community communication efforts to stress the importance of consistent attendance for campus based activities as well as program participation in HIPPY and other programs.
- Improved communication to parents in previously underrepresented groups such as Special Education students and African American students.
- Improved communication efforts between program administrators and campus administrators and staff regarding the importance of parent participation in these programs.
- Improved communication regarding the dual language concepts in both the elementary instructional program and HIPPY home learning activities to increase participation for families from different ethnic groups and with diverse home languages.
- Attention to attendance trends for individual program instructors to identify program delivery content and quality that is producing higher rates of consistent attendance, and to further adjust instructor training opportunities to share the content and quality components.
- Collaboration with Research and Development staff to establish baseline student data for children of families participating in these programs to compare student success to district averages.

Performance Objective 1.1: GPISD will develop a standardized documentation process for campus and district parent and community involvement and volunteer efforts to record the type of activity, attendance patterns and customer feedback to establish longitudinal data on the effectiveness of the programs.

Performance Objective 1.2: GPISD will increase participation in current parent and community involvement efforts such as the Home Instruction for Parents of Preschool Youngsters program, Health Fairs and adult language classes by 10% annually for previously underrepresented groups and campuses.

Student Performance:

(AEIS reports for 2010-2011 are not yet available. The October formative evaluation review of the District Improvement Plan will include the addition of this data.)

The needs assessment process for student performance focuses on consistent attendance, TAKS and other test data, but also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence.

Comparisons of TAKS scores from 2009 to 2010 show increases in all subject areas, grade levels and for special populations and all ethnic groups. The full district Academic Excellence Indicator System report shows detailed information by test category and grade level. Data includes sum of all grades tested with Standard Accountability Indicators:

Reading/ELA		Mathematics	
2009	85%	2009	76%
2010	88%	2010	82%
Writing		Science	
2009	91%	2009	72%
2010	93%	2010	80%
Social Studies		All Tests	
2009	91%	2009	66%
2010	93%	2010	73%

These results show achievement increases for Special Education students, economically disadvantaged students, Limited English Proficient students and students identified as at-risk. While these increases are very positive, 73% of students passing all tests and special needs students posting lower percentages require increases for exemplary level performance. Improvement efforts are needed to address these individual student needs. One example is a drive toward English as a Second Language (ESL) certification for all teachers to build capacity to support the Bilingual/ESL focus on implementing instruction for English language development with an emphasis on academic content knowledge for LEP students. Assessments and data analysis also support the need for English speaking students to pursue development of academic language.

GPISD data shows an overall attendance rate of 94.7% for the 2009-2010 school year, a slight decrease from the 2008-2009 school year rate of 95.5%. Raising the attendance rate to 98% is a performance objective set by the General Superintendent. The *Every Child, Every Seat, Every Day* initiative will have a positive impact on student achievement, as well as levels of state funding. The needs assessment review also included data and discussion regarding chronic health conditions, communicable diseases and special circumstances such as pregnancy and parenting. Particularly noted for intervention are the high numbers of students diagnosed with type 2 diabetes and current prevention efforts. Data shows poor attendance spikes during flu season. Currently, just over eighty high school girls are pregnant and attending school. Discussion also noted that parenting teens are often underreported, particularly for male students.

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. In correlation with that section, analysis of those categories has shown differentiation from academic needs to those with a stronger focus on social, emotional and psychological challenges. 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 the number of students across all grade levels with Limited English Proficiency.

Information reviewed shows a need for:

- Maximum teaching and learning time for teachers and students via improved attendance
- Focused efforts to address academic needs for at-risk students
- Standardized process for LEP student identification

Materials review document the 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. Student achievement efforts are further addressed in the needs assessment categories for curriculum and staff development. 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.

Performance Objective 2.1: GPISD will increase instructional time by raising student attendance to the exemplary level of 98%.

Performance Objective 2.2: GPISD will review and revise the process for identifying at-risk students to provide longitudinal student data to more effectively focus instruction, interventions and related services.

Performance Objective 2.3: GPISD will standardize the process for developing prescriptive academic services for identified LEP, Gifted and Talented and Special Education students.

Performance Objective 2.4: GPISD will increase the percentage of students meeting state requirements on TAKS to 95% in all student groups in order to achieve a district rating of Exemplary.

Curriculum and Instruction:

The Teaching and Learning Department of GPISD is responsible for supporting development and implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The department also provides district leadership for the development and delivery of instructional interventions for students. Curriculum development and implementation is collaboratively designed utilizing strong partnerships with the departments of Staff Development, Technology and Education Support. The needs assessment process for curriculum and instruction includes reviews of core and enrichment curriculum and methods of delivery as well as monitoring efforts to determine effective implementation.

For core curriculum areas GPISD utilizes CSCAPE, a comprehensive curriculum management system that supports the curriculum and instruction points in *The Five Plays for GPISD: Vertically and Horizontally Aligned Curriculum and Engaged Instruction*. CSCAPE is developed and maintained by the Texas Education Agency and a team of core content experts. The system provides a viable curriculum

and includes lesson plans with extended instructional practices. The system also allows teachers to customize their own lesson plans and integrate GPISD resources. For extended curriculum areas GPISD utilizes TAKS Calendars to ensure aligned curriculum.

The CSCOPE system provides measurable components for the district to track implementation. 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, increased utilization of the lesson plan database as well as expansion of that database with GPISD teachers' sample lessons. Expansion of the CSCOPE local database of teachers' sample lessons will begin by facilitating efforts of highly effective teachers in ESL instruction for LEP students, Gifted and Talented instruction, Special Education instruction, Career and Technology and lessons targeting College Readiness.

Staff development feedback and student achievement data support the need to link the content of the curriculum with the effectiveness of instructional delivery. Diversity of student needs documented by numbers of students identified for special education services (9%), gifted and talented services (8%), Limited English Proficiency services (23%) and at-risk designations validate a need for deeper content knowledge in math and science. CSCOPE core content is scaffolded allowing classroom teachers to see prior concepts for reteaching and advanced concepts for accelerated learning, lanes for individualized instruction on core curriculum concepts.

Continuous improvement of the effective work of the campus Student Support Teams for identifying students in need of intervention is a priority. These efforts also support the State Compensatory Education requirements of addressing the needs of students designated as at-risk of dropping out of school, particularly in the five areas previously noted as academic categories. Accurate and early identification of student needs accelerates Response To Intervention (RTI) efforts and support an individualized instructional plan for teaching and learning.

GPISD curriculum must have documented inclusion of state and federal mandates, as well as specific areas noted at the local level. These mandates currently include a comprehensive health education curriculum, drug and alcohol use prevention, character and citizenship education, anti-bullying education and content to address domestic and dating violence. Current curriculum in these areas is supported by programs such as Rachel's Challenge to address bullying and Brighter Tomorrows to stop dating violence. These efforts require the participation of all teachers and administrators as they cross all grade levels and all curriculum areas.

Performance Objective 3.1: GPISD will implement a standardized documentation process to monitor the utilization of the CSCOPE online curriculum to establish baseline data to measure core content curriculum implementation.

Performance Objective 3.2: GPISD will coordinate efforts between the departments of Teaching and Learning, Staff Development and Instructional Technology to increase the CSCOPE effective lesson plan database by 10% annually.

Performance Objective 3.3: 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.

Dropout Prevention:

The GPISD Academic Excellence Indicator System (AEIS) data shows a slight decrease in the number of secondary students dropping out of school over the last two school years with percentages comparable to state and regional figures at just over 2%. Discussion during the needs assessment process noted the need to look past these figures to the four year completion rate for students. The numbers of students entering ninth grade and graduating four years later have increased slightly over the last two years, as have these figures increased for both the region and the state. Completion rate growth from 72.6% in 2008 to 75.1% for the 2009-2010 school year is still slightly below the increases for the state of 79.1% to 80.6%. A review of the breakdown of this data shows the percentage of four year graduates for Limited English Proficient students at near 50% with no significant increases over the last two years. The cumulative numbers for all at-risk students show decreases from 63% to 67.7%. Students pursuing fifth year graduation show a lower dropout rate from over 14% down to 9.9%.

Texas Education Code Section 29.081 defines the State criteria used to identify students at-risk of dropping out of school. A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of Limited English Proficiency as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless as identified by 42 U.S.C. Section 11302 and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

Data reports on at-risk designations are updated regularly and analysis must be based on snapshot data. As much as 40% of the total student population show one or more designations. Both secondary and elementary data show in excess of 5,500 at-risk students. Approximately 14% of the identified secondary students and 25% of the identified elementary students carry multiple designations, highlighting the relationship between the academic and social, emotional and psychological categories of at-risk designations. However, five categories denote academic challenges that can be addressed through an individualized approach to teaching and learning, as required by the guidelines for State Compensatory Education. Eight of these categories denote social, emotional or behavioral challenges and require early identification, prevention, intervention, counseling and support activities as encouraged in both State Compensatory Education and NCLB Title I, Part A guidelines.

Improvement efforts include a continued focus on early identification and interventions for students struggling academically. Cohort monitoring and management efforts track student progress toward graduation within four years. Annual credit acquisition is documented and a plan for credit recovery is established for students behind in the cohort.

Performance Objective 4.1: GPISD will provide communication and training based on improved data regarding students at-risk of dropping out of school. (See Performance Objective 2.2.)

Performance Objective 4.2: GPISD will reduce dropout rates and increase graduation rates for all students to the exemplary rate set by the Texas Education Agency.

Performance Objective 4.3: GPISD will increase the number of students graduating within four years of entering high school by 10% per year.

Highly Qualified and Effective Personnel:

GPISD currently employs over 1,600 teachers, with 298 holding advanced degrees, approximately 18%. Over 840 of these teachers, approximately 52%, have more than five years of classroom teaching experience with an average of 9.6 years in the classroom. Average tenure within GPISD is 6.5 years. The district averages one teacher per sixteen students. This average does include core grade levels and classes with smaller elective or alternatively structured classrooms. Elementary core classrooms grades K-6 average in size from eighteen to twenty-one students. Core secondary class averages are 18.7 students for English/Language Arts classes, 21.3 for World Languages, 18.5 for Mathematics, 20.5 for Science and 21.5 for Social Studies. The ethnic breakdown of classroom teachers shows a diverse staff to serve a diverse student population. Average pay for classroom teachers shows GPISD salaries exceed the state average in all categories of years of experience.

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. A reported turnover rate of approximately 20% from the 2008-2009 school year moving into the 2009-2010 school year has decreased for the current school year. Exit interviews are necessary to address the challenge to increase the district's numbers of experienced teachers.

GPISD is committed to quality staff development opportunities that provide every teacher the opportunity to achieve and maintain proper qualifications as well as the classroom effectiveness necessary for exemplary teaching and learning. Staff development participation is managed and documented through the Eduphoria online system. Over 5,000 hours of staff development were documented for the 2009-2010 school year. New teachers are required to attend a New Teacher Academy and are provided with monthly follow-up sessions as well as mentoring by selected Teacher Coaches.

GPISD sponsors several leadership initiatives and programs to further teacher leadership in GPISD as well as targeted training sessions to meet district goals and objectives. The Leadership Academy Cohorts include two concurrent cohort programs aimed at fostering teacher leadership as well as increase leadership capacity for those teachers specifically interested in transitioning into campus administrative leadership positions. The district also coordinates training sessions such as Capturing Kids Hearts, Process Champions, and Leadership Blueprint to assist staff in building relational capacity, increasing leadership capacity, and creating a coaching and support system on campus to ensure implementation and provide a means for follow up. Additionally, GPISD works to train in-house specialists in order to create a "trainer of trainers" model where applicable and appropriate. Areas where a trainer of trainers model is being used include: Thinking Maps, Problem Based Learning, Professional Learning Communities, and various instructional strategies. Finally, GPISD is working diligently to create an online and web-based learning environment to allow participants in sessions to engage in online learning and webinars in addition to face-to-face sessions.

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. For example, approximately 25% of the full student body is designated as LEP. Effective instructional delivery for these students requires strategies and techniques taught through the Bilingual/ESL certification process for teachers. Currently the district is focusing on increasing the number and percentage of elementary teachers with this certification.

For the 2011-2012 school year, local funding issues and estimated reductions statewide were a major concern in program planning. With an expected cut in local funding of a minimum of eight percent for the coming year and additional cuts estimated for the 2012-2013 school year, the core program has been drastically restructured and reduced. This restructuring of a smaller core program then required a similar restructuring of supplemental funds such as Title I and State Compensatory Education to identify the priorities of instructional delivery and positions that are now redefined and supplemental due to the core program reductions.

Performance Objective 5.1: GPISD will annually document the Highly Qualified Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

Performance Objective 5.2: GPISD will document a staff development plan that addresses compliance with certifications, advanced degrees, instructional technology applications and the relationship capacity necessary for effective teaching and learning.

Technology Implementation and Use:

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. Findings from this needs analysis are as follows.

Currently in place across GPISD:

- Direct connection to the Internet is via a 100 meg connection.
- District web site and intranet is in place providing district information and instructional services.
- Web site training is provided to campus web teams and coordinated through the librarian on campus.
- Written procedures are in place on acceptable use of the Internet, network management and equipment donations.
- Distance learning labs are available at 2 sites for student, staff, and community members.
- T-Star satellite receiver is used for district training and information.
- CIPA Standards are met by District Internet filtering by 8e6 enterprise filtering.
- All teachers have a dedicated computer.
- On-line card catalog, automated checkout, Internet connections, and Texas Library Connection are available at all libraries.
- All campuses have at least 5 computer projectors for classroom checkout.
- District employees have email accounts and network storage space.
- One executive-level administrator, five network managers, six technicians, two phone support personnel, one help desk personnel, four member student information group, one database analyst and one director of instructional technology are on staff.
- At least a 12-strand fiber network extends to all campuses.

- Technology TEKS are broken down by grade-level and teachers are expected to integrate relevant material into their lessons.

Currently in place for high schools:

- Courses are available for Computer Science I, Computer Multimedia and Animation Technology, Business Computer Information Systems I and II, Business Computer Programming, Telecommunications and Networking, Business Image Management and Multimedia, Technology Systems, A+ Computer Repair.
- Mobile computer labs are available for checkout.
- Students collaborate on campus web sites.
- At least four open access labs are available for students and teachers.

Currently in place for middle schools:

- Mobile computer labs are available for checkout.
- Two open access labs are available for students and teachers.
- Five instructional technology facilitators are on staff.

Currently in place for elementary schools:

- Two open access labs are available for students and teachers.
- Elementary facilitators are responsible for support and training for 2.5 campuses.
- One campus has a full-time Technology/Science Facilitator

Needs assessment analysis is designed in the format of the Texas Teacher STaR Chart process. Categories include Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology. The four ratings for technology implementation are Early, Developing, Advanced and Target. GPISD is cumulatively rated as Advanced Technology for Leadership, Administration and Instructional Support as well as Infrastructure for Technology. Teaching and Learning and Educator Preparation and Development are rated as Developing Technology and noted for improvement for the district.

Performance Objective 6.1: GPISD will increase STaR ratings in the Leadership, Administration and Instructional Support category to Advanced Technology for 100% of campuses (18 remaining).

Performance Objective 6.2: GPISD will increase STaR ratings in Educator Preparation and Development to Advanced Technology for 100% of campuses (18 remaining).

Performance Objective 6.3: GPISD will increase STaR ratings in Teaching and Learning to Advanced Technology for 100% of campuses (27 remaining).

Safe and Disciplined Environment:

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.

Lamar Disciplinary Alternative Education Program tracks and reports referrals and placements by campus and type of offense. Reports are done each six weeks and are cumulative so that the sixth six weeks reports a total view of the year. For the 2009-2010 school year, Lamar reported a total of 862 student referrals. Of these, 500 referrals were for the minimum thirty days and the remaining 362 were for a period of 45 to 60 days. The top categories for the placements were: fighting, profanity, major disruption, possession of marijuana, under the influence of drugs and simple assault (aggravated assault is another category with only 4 incidents reported for the year). For the first semester of the 2010-2011 school year, fighting is still the number one infraction with profanity as number two. 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 a 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.

The GPISD Elementary Alternative Education program is located at the Daniels Elementary campus. Behavioral 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.

Performance Objective 7.1: GPISD will review and revise the process for campus discipline referrals and for removal of students to a disciplinary alternative education setting to establish a standardized process to improve student interventions.

Performance Objective 7.2: GPISD will implement curriculum and student activities to address behavioral issues through curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence. (See Performance Objective 3.3)

Grand Prairie ISD District Improvement Plan

Goal 1: 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)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s).	Notes
Summative Evaluation Measurement Tool(s): District and campus volunteer records, District and campus parent involvement records	
Funding Information: 199 – \$645,281 199 SCE - \$372,038 211 - \$1,006,309	
Performance Objective 1.1: <i>GPISD will develop a standardized documentation process for campus and district parent and community involvement and volunteer efforts to record the type of activity, attendance patterns and customer feedback to establish longitudinal data on the effectiveness of the programs.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Develop a standardized data collection/reporting format for parent involvement activities and classes. Review data collection/reporting format with campus administrators.	March - May	Standardized parent involvement format, online Calendar of information sessions with campus administrators Annual report from campuses District summary report	Title 1A Facilitator Campus administrators
Develop a standardized data collection/reporting format for parent and community volunteer efforts. Review data collection/reporting format with campus administrators.	March - May	Standardized volunteer format, online Calendar of information sessions with campus administrators Annual report from campuses District summary report	Title 1A Facilitator Campus administrators

Goal 1: 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)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Targeted schools list, District and campus program attendance records	
Funding Information: 199 – \$645,281 199 SCE - \$372,038 211 - \$1,006,309	
Performance Objective 1.2: <i>GPISD will increase participation in current parent and community involvement efforts such as the Home Instruction Program for Parents of Preschool Youngsters program, Health Fairs and adult language classes by 10% annually for previously underrepresented groups and campuses.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Implement a calendar of parent and community outreach activities, opportunities and services. (health fairs, heritage summits, vaccination clinics, etc.)	See calendar for specific dates	GPISD calendar Agenda, sign-in sheets, feedback forms	Campus Nurses Campus Counselors Title 1A Facilitator Director of Health Services
Participate in the process for standardization of parent and community involvement activities	March – May	Standardized parent involvement format, online Calendar of information sessions with campus administrators Annual report from campuses District summary report	HIPPY Coordinator Campus administrators
Complete a needs assessment to address information from baseline data such as low participation, poor attendance, customer feedback etc. to feed improvements for the 2011-2012 school year.	March – May	Needs assessment report Calendar of information session with campus administrators Calendar of training and information sessions with program instructors	HIPPY Coordinator Campus administrators Program instructors

Goal 2: 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 5E Model, Data Driven Management, Relationship Capacity.)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Campus attendance reports, PEIMS data, AEIS report	
Funding Information: 199 - \$103,864,624 199 SCE - \$9,169,071 211 - \$4,174,235 224 - \$3,122,460	
Performance Objective 2.1: GPISD will increase instructional time by raising student attendance to the exemplary level of 98%.	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
<i>Every Child, Every Seat, Every Day</i> initiative for increased instructional time and increased school funding based on average daily attendance	October – June	Parent and Community communications in print and online Information sessions with principals Average daily attendance campus information and PEIMS reports	General Superintendent Campus administrators
<i>Campus Health Conditions Survey</i> and actions to improve attendance for students with chronic health conditions, communicable diseases and special circumstances such as pregnancy and parenting	\August, 2010 Oct.- Nov. 2010 Ongoing 2010-2011	Survey results, clinic activity reports ARD, 504, Individual Health Plans, Emergency Action Plans Student Fitness Assessment Test results Bienestar Type 2 Diabetes prevention Elementary Vaccine GPISD/DCHHS records PDAS of Teen Pregnancy Facilitators PDAS of Campus RN curriculum in middle school	Director, Health Services Teen Pregnancy Facilitators Campus Nurses

Goal 2: 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 5E Model, Data Driven Management, Relationship Capacity.)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Campus data, PEIMS report	
Funding Information: 199 - \$103,864,624 199 SCE - \$9,169,071 211 - \$4,174,235 224 - \$3,122,460 Title III, \$25,000	
Performance Objective 2.2: <i>GPISD will review and revise the process for identifying at-risk students to provide longitudinal student data to more effectively focus instruction, interventions and related services.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Complete a needs assessment regarding current forms, persons responsible, process timeline and PEIMS submissions	November	Calendar of information sessions List of participants	Assistant Superintendent Education Support Executive Director Technology Services
Establish timeline and participant list for process revision	February	Participant list Calendar of sessions	Assistant Superintendent, Education Support Executive Director, Technology Services
Complete process revisions including guidelines, forms, participants and training calendar	February - May	Process guidelines Process forms Process participants Training calendar	Assistant Superintendent, Education Support Executive Director, Technology Services

Goal 2: 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 Play: Engaged Instruction via 5E Model, Data Driven Management, Relationship Capacity.)	
Formative Evaluation(s) 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Learning Walk documentation, meeting agenda and minutes, other Evidence/Documentation of Implementation	Notes
Summative Evaluation Measurement Tool(s): TAKS, TELPAS, ARD / IEP records, ReadStep assessments, SAT, PSAT, Advanced Placement assessments	
Funding Information: 199 - \$103,864,624 199 SCE - \$9,169,071 211 - \$4,174,235 224 - \$3,122,460 Title III, \$25,000	
Performance Objective 2.3: <i>GPISD will standardize the process for developing prescriptive academic services for identified LEP, Gifted and Talented and Special Education students.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Conduct data review and analysis for LEP identified students with campus administrators, lead teachers and classroom teachers	Monthly	D2SC reports (benchmarks, six weeks exams, TELPAS data) Agenda and minutes of campus administrator meetings Documentation of lead teacher sessions	Director, Bilingual ESL Programs
Provide secondary campuses with supplemental prescriptive academic services and products for LEP students for writing and/or other challenge areas.	September	Writing software identified to increase student feedback for writing assignments. System provides documentation of use. Evaluations	Director, Bilingual ESL Programs
Implement GPISD Dual Language Learning Walks and effective programming to support implementation	Each six weeks period	Staff development documentation Calendar of Learning Walks B/ESL GPISD Report Cards Documentation of teacher debriefing sessions DL Element charts, Campus Report Cards, documentation of debriefing sessions with campus administrators and teachers	Director, Bilingual ESL Programs Campus administrator Gomez and Gomez Team
Support continuous improvement in the implementation of Dual Language and Sheltered	In place	GPISD Learning Walks, Evaluations	Director, Bilingual ESL Programs

Instruction Academies			Campus administrators
Continue student identification for gifted students K-12 utilizing multiple and diverse criteria, both qualitative and quantitative	Testing window set beginning of each semester	Campus GT Selection Committee reports Student Summary Profiles, including Spanish/nonverbal assessments GT Testing Summary reports, including ethnicity and language data	Advanced Academics Specialists (including bilingual Specialists) Advanced Academics Facilitator
Promote and provide academic opportunities for gifted students to accelerate learning in areas of strength with a differentiated curriculum	Daily instruction and annual registration for Advanced Placement and Dual Credit courses	CSCOPE scaffolded curriculum noted in lesson plans Curriculum unit assessments Elementary pull out schedules Secondary master schedules TAKS Commended Rates AP Exam scores Enrollment figures Advanced Placement exam results CBE results	Director, Advanced Academics Director, Assessment and Evaluation Secondary counselors Advanced Academics Specialists (including Bilingual Specialists) Advanced Academics Facilitator
Maintain compliant implementation of required Admissions, Referrals and Dismissal (ARD) sessions and development and adherence to the Individual Education Plan (IEP) for students	As prescribed for each identified student	ARD records Student IEPs	Director, Special Education School counselors Campus teachers
Promote and provide academic opportunities for special education students to accelerate learning in areas of strength with a differentiated curriculum		CSCOPE scaffolded curriculum noted in lesson plans Curriculum unit assessments TAKS passing rates Enrollment figures	Director, Special Education School counselors Campus teachers

Goal 2: 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 5E Model, Data Driven Management, Relationship Capacity.)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data reviews with Teaching and Learning administrators	Notes
Summative Evaluation Measurement Tool(s): TAKS Returns	
Funding Information: 199 - \$103,864,624 199 SCE - \$9,169,071 211 - \$4,174,235 224 - \$3,122,460	
Performance Objective 2.4: <i>GPISD will increase the percentage of students meeting state requirements on TAKS to 95% in all student groups in order to achieve a district rating of Exemplary.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
District and community communication regarding this objective.	October – May	“Vision Test” posters Our Vision, Our Goal, It’s In Our Sights	General Superintendent
Comprehensive Needs Assessment from each campus to define and address student needs to reach this level of student achievement	March – May	Campus Improvement Plans	Campus administrators Executive Director, State and Federal Programs and Student Support Executive Director, Technology Services
Campus implementation of identified instructional strategies, student interventions and professional training to achieve this objective	September – May	Campus Improvement Plans Formative evaluations of CIPs Varied student assessments	Campus administrators

Goal 3: 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, Relationship Capacity)	
Formative Evaluation(s): 1: Central program review	
Date: February, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): CSCOPE utilization reports	
Funding Information: 199 - \$1,772,208	
Performance Objective 3.1: <i>GPISD will implement a standardized documentation process to monitor the utilization of the CSCOPE online curriculum to establish baseline data to measure core content curriculum implementation.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Establish and implement a standardized documentation process and reporting format for campus by campus CSCOPE utilization	Each six weeks	Six Weeks Campus CSCOPE utilization reports	Executive Director, Teaching and Learning Executive Director, Staff Development Campus administrator
Provide increased technical service for CSCOPE utilization to identified campuses	As needed	List of identified schools with low CSCOPE utilization Schedule of technical services to campuses	Curriculum Facilitators Technology Facilitators

Goal 3: 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, Relationship Capacity)	
Formative Evaluation(s): 1: Central program review	
Date: February, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): CSCOPE lesson plan data	
Funding Information: 199 - \$1,772,208	
Performance Objective 3.2: <i>GPISD will coordinate efforts between the departments of Teaching and Learning, Staff Development and Instructional Technology to increase the CSCOPE effective lesson plan database by 10% annually.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Review current content of CSCOPE lesson plan database and create baseline data for content from local input	March – May	Baseline data	Executive Director, Staff Development Executive Director, Teaching and Learning Director, Instructional Technology
Design and implement quality control process for submitting teacher made sample lesson plans for inclusion into CSCOPE lesson plan database	May	Process guidelines and forms	Curriculum Content Facilitators
Facilitate sample lesson plan development by highly effective ESL teachers, GT teachers, SPED teachers Career and Technology teachers and College Readiness specialists to serve as quality examples for entry into CSCOPE	March – July	Sessions with selected teachers Roster of selected teachers CSCOPE entries	Curriculum Content Facilitators Campus teachers

Goal 3: 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, Relationship Capacity)	
Formative Evaluation(s): 1: Central program review	
Date: February, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Curriculum documents and training records	
Funding Information: 199 - \$1,772,208	
Performance Objective 3.3: <i>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.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Design and implement curriculum and instructional delivery methods for citizenship in a free enterprise society	Reviewed each semester	Curriculum documents Staff development materials	Social Studies Curriculum Facilitator
Design and implement curriculum and instructional delivery methods for a coordinated school health program	Reviewed each semester	Curriculum documents Staff development materials	Director, Health Services
Design and implement curriculum and instructional delivery methods for domestic and dating violence prevention and anti-bullying	Reviewed each semester	Curriculum documents Staff development materials Rachel's Challenge implementation schedule and materials	Director, Guidance and Counseling Services Coordinator, Safe and Drug Free Schools and Communities

Goal 4: 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, Intentional Leadership, Engaged Instruction via 5E Model)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Data system training records	
Funding Information:	
Performance Objective 4.1: <i>GPISD will provide communication and training based on improved data regarding students at-risk of dropping out of school. (See Performance Objective 2.2)</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Provide information and training sessions on the process and product of the at-risk designation process and PEIMS documentation	April – May	Training calendar (See Performance Objective 2.2)	Executive Director, State and Federal Programs and Student Support Executive Director, Staff Development
Require a review of current at-risk data for the needs assessment narrative of the Campus Improvement Plans	April - May	Campus needs assessment CIP section regarding dropout prevention and State Compensatory Education plan	Campus administrators

Goal 4: 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, Intentional Leadership, Engaged Instruction via 5E Model)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): AEIS report	
Funding Information:	
Performance Objective 4.2: <i>GPISD will reduce dropout rates and increase graduation rates for all students to the exemplary rate set by the Texas Education Agency.</i>	

Strategy and Resources	Timelines	Evidence/Documentation of Implementation	Person(s) Responsible
Promote and provide academic opportunities for at-risk students to accelerate learning in areas of strength with a differentiated curriculum		CSCOPE scaffolded curriculum noted in lesson plans Curriculum unit assessments TAKS passing rates Enrollment figures	Executive Director, Teaching and Learning School counselors Campus teachers
Provide information and training sessions on the process and product of the at-risk designation process and PEIMS documentation	April – May	Training calendar (See Performance Objective 2.2)	Executive Director, State and Federal Programs and Student Support Executive Director, Staff Development
Require a review of current at-risk data for the needs assessment narrative of the Campus Improvement Plans	April - May	Campus needs assessment CIP section regarding dropout prevention and State Compensatory Education plan	Campus administrators

Goal 4: 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, Intentional Leadership, Engaged Instruction via 5E Model)	
Formative Evaluation(s): 1: Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): AEIS report, state cohort reports	
Funding Information:	
Performance Objective 4.3: <i>GPISD will increase the number of students graduating within four years of entering high school by 10% per year.</i>	

Strategy and Resources	Timelines	Evidence/Documentation of Implementation	Person(s) Responsible
Implement cohort monitoring and management to identify students falling behind in credit acquisition each year in their four year path to graduation.	Six weeks reports Semester reports	State cohort reports Identification rosters of students Credit recovery plans	Campus Principal and assigned campus staff Campus Counselor Executive Director, Research and Assessment

Goal 5: 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, Engaged Engaged Instruction via 5E Model)	
Formative Evaluation(s): Highly Qualified (HQ) Teacher and Paraprofessional Report; 11/15/, 3/1	
Date: November 15, 2010	Date: March 1, 2011
Prepared By: Ricky Mitchell	Prepared By: Ricky Mitchell
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)
Summative Evaluation Measurement Tool(s): HQ Teacher and Paraprofessional Report, Campus New Hire lists, HR placement records	
Funding Information: None	
Performance Objective 5.1: <i>GPISD will annually document the Highly Qualified Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Analyze and evaluate HQ Teacher and Paraprofessional Report to specifically identify exceptions to 100% rule to develop a continuous improvement plan.	November or TEA required date	HQ Continuous Improvement Plan HQ Focused Data Analysis	Executive Director, Human Resources Executive Director, State and Federal Programs and Student Support
Examine TEA reports to note exceptions to HQ Equity Distribution Report to specifically indentify exceptions and to develop a continuous improvement plan.	December or TEA required date	Equity Distribution Reports with longitudinal data Documentation of hiring and placement of highly qualified/effective teachers to focus on high poverty campuses	Executive Director, Human Resources

Goal 5: 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, Engaged Instruction via 5E Model)	
Formative Evaluation(s): 1: Central program review	
Date: March, 2011	Date:
Prepared By: Louisa Ryan, Ricky Mitchell	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Staff Development Plan, HQ Continuous Improvement Plan, PDAS data, STaR Chart data	
Funding Information:	
Performance Objective 5.2: <i>GPISD will document a staff development plan that addresses compliance with certifications, advanced degrees, instructional technology applications and the relationship capacity necessary for effective teaching and learning.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Implement an annual Staff Development Plan with input from HQ data, STaR Chart data, student achievement data, teacher feedback and PDAS evaluations	Designed annually, reviewed each semester	Staff Development Plan HQ Continuous Improvement Plan STaR Chart data PDAS information Teacher feedback forms	Executive Director, Staff Development
Monitor progress of training integration with Teaching and Learning and Instructional Technology for better implementation of CSCAPE curriculum. (See Performance Objectives 3.1 and 3.2)	Each six weeks	Baseline data report reviews	Executive Director, Staff Development Executive Director, Teaching and Learning Director, Instructional Technology
Leadership Staff Development: Leadership Academy Cohorts and Relational Capacity Building with programs such as Capturing Kids Hearts, Process Champions and Leadership Blueprint	See staff development calendar	Eduphoria records	Executive Director, Staff Development
Instructional Staff Development: school based specialists participate in trainer of trainers model to ensure support of staff development implementation in	See staff development calendar		Executive Director, Staff Development

the classroom. Topics include Thinking Maps, Problem Based Learning, Professional Learning Communities and effective instructional strategies. Online web-based learning environment is under development.	2011-2012 implementation		Instructional Strategists
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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 5E Model, Intentional Leadership, Data Driven Management)	
Formative Evaluation(s): Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): STaR Chart results, PDAS teacher observations, GPISD Technology Plan	
Funding Information: (6397) 199-\$518,353 211-\$83,661 224-\$243,000 285-\$450,549 627-\$100,955 (6600) 199-\$1,164,445 224-\$394,343 283-\$1,619,818 411-\$304,766 627-\$2,443,123 701-\$327,282	
Performance Objective 6.1: <i>GPISD will increase STaR ratings in the Leadership, Administration and Instructional Support category to Advanced Technology for 100% of campuses (18 remaining).</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Target staff development efforts for Leadership, Administration and Instructional Support to improve STaR chart ratings and to stress training for staff.	Review each semester Training each semester	STaR Chart results Campus Administrator training information GPISD Technology Plan	Executive Director, Technology Services Director, Instructional Technology

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 5E Model, Intentional Leadership, Data Driven Management)	
Formative Evaluation(s): Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): STaR Chart results, PDAS teacher observations, GPISD Technology Plan	
Funding Information: (6397) 199-\$518,353 211-\$83,661 224-\$243,000 285-\$450,549 627-\$100,955 (6600) 199-\$1,164,445 224-\$394,343 283-\$1,619,818 411-\$304,766 627-\$2,443,123 701-\$327,282	
Performance Objective 6.2: <i>GPISD will increase STaR ratings in the Educator Preparation and Development to Advanced Technology for 100% of campuses (18 remaining).</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Target staff development efforts for Educator Preparation and Development to improve STaR chart ratings and to stress training for staff.	Review each semester Training each semester	STaR Chart results Campus Administrator training information GPISD Technology Plan	Executive Director, Technology Services Director, Instructional Technology

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 5E Model, Intentional Leadership, Data Driven Management)	
Formative Evaluation(s): Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): STaR Chart results, PDAS teacher observations, GPISD Technology Plan	
Funding Information: (6397) 199-\$518,353 211-\$83,661 224-\$243,000 285-\$450,549 627-\$100,955 (6600) 199-\$1,164,445 224-\$394,343 283-\$1,619,818 411-\$304,766 627-\$2,443,123 701-\$327,282	
Performance Objective 6.3: <i>GPISD will increase STaR ratings in Teaching and Learning to Advanced Technology for 100% of campuses (27 remaining).</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Target staff development efforts for Teaching and Learning to improve STaR chart ratings and to stress training for staff.	Review each semester Training each semester	STaR Chart results Campus Administrator training information GPISD Technology Plan	Executive Director, Technology Services Director, Instructional Technology

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 5E Model, Intentional Leadership)	
Formative Evaluation(s): Central program review	
Date: January, 2011	Date:
Prepared By: Louisa Ryan	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s): Referral documents, Task Force meeting agenda and minutes	
Funding Information: 199-\$1,583,529 (secondary) \$147,500 (elementary) 224-\$55,000 224 ARRA-\$83,000	
Performance Objective 7.1: <i>GPISD will review and revise the process for campus discipline referrals and for removal of students to a disciplinary alternative education setting to establish a standardized process to improve student interventions.</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Establish task force to review current forms and processes	April	Task force roster	Assistant Superintendent, Administrative Services
Develop processes and forms for referrals to DAEP	June	Process information and forms	Assistant Superintendent, Administrative Services Lamar DAEP Principal Daniels DAEP Principal
Develop and distribute revised process information and forms districtwide	August	Process information and forms, distribution list	Assistant Superintendent, Administrative Services

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 5E Model, Intentional Leadership)	
Formative Evaluation(s):	
Date:	Date:
Prepared By:	Prepared By:
Notes: Performance Objectives and strategies were adjusted here based on data review with program manager(s)	Notes
Summative Evaluation Measurement Tool(s):	
Funding Information: 199-\$1,583,529 (secondary) \$147,500 (elementary) 224-\$55,000 224 ARRA-\$83,000	
Performance Objective 7.2: <i>GPISD will implement curriculum and student activities to address behavioral issues through curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence. (See Performance Objective 3.3)</i>	

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
Participate in staff development and the utilization of curriculum documents noted in Performance Objective 3.3	Reviewed each semester	Curriculum documents including Capturing Kids Hearts and Rachel's Challenge Staff development calendar and Eduphoria records Calendar and sign-in sheets for Rachel's Challenge activities Lesson plans	Assistant Superintendent, Administrative Services Campus Principal Director, Guidance and Counseling Coordinator, Safe and Drug Free Schools and Community

GPISD Child Sexual Abuse Plan Overview

GPISD has established a plan for addressing child sexual abuse, which may be accessed at www.gpisd.org. As a parent or educator, it is important to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. ***Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or the Child Protective Services (CPS).***

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see:

www.dfps.state.tx.us/PreventionandEarlyIntervention/ProgramsAvailableInYourCounty/default.asp

www.tea.state.tx.us/index.aspx?id=2820

www.sapn.nonprofitoffice.com

www.taasa.org/member/materials2.php

www.oag.state.tx.us/AGPublications/txts/childabuse1.shtml

www.oag.state.tx.us/AGPublications/txts/childabuse2.shtml

Any parent or educator may also contact GPISD Director of Guidance and Counseling, Debisu Yelverton, at 972-237-5311 for assistance with information regarding the *GPISD Sexual Abuse Plan*.

State Compensatory Education Plan Overview (SCE planning process under review)

Texas Education Code Section 42.152 states that SCE funds are to provide supplemental programs, services and activities to the regular education program. These supplemental funds are generated from the state in much the same manner that Title I funds are generated from the federal government. Funds are targeted to address student performance particularly for those identified as at-risk of dropping out of school. The state lists 13 categories of at-risk designations. These are included in the Dropout Prevention section of this document. Student academic performance data must be used to design and implement the local compensatory education program. Administrative and non-instructional costs are not allowable. The indirect cost percentage of these funds has been drastically increased from 15% to 45% by the state to better support the regular education program.

The GPISD State Compensatory Education Plan is defined at the district level. Campuses receive an allocation and are afforded flexibility within the defined plan to address specific needs at the campus level. Parameters and internal controls for expenditures are included in the district plan while specific expenditures are noted in each Campus Improvement Plan. Campus allocations are set based on student at-risk population. Individual budget planning sessions are held with campus administrators to address needs for instructional interventions within the parameters of the district plan. These parameters are an outcome of the Comprehensive Needs Assessment process.

GPISD State Compensatory Plan

Analysis of at-risk data shows Limited English Proficiency and Reading Readiness as the two highest categories of at-risk designations for elementary school students. Low course averages, retention rates and poor performance on state assessments show higher numbers as students move into secondary school. Review and discussion of this data showed a need for programs and staffing that offer more individualized instruction for identified students and the ability to better track student progress. GPISD is committed to a core program improvement based on better utilization of CSCOPE curriculum. Enrichment programs and strategies identified for State Compensatory Education include:

SCE Strategies	Grade Level Implementation
Plato Credit Recovery system	Secondary schools
Capturing Kids Hearts	Keystone Character curriculum, elementary Teacher training, all grade levels
Reduce student/adult ratio in the classroom utilizing highly qualified paraprofessionals	K-9
Tutoring and extra duty pay	Part time payroll and extra duty pay for all grade levels
Parent Liaisons	Elementary and Middle schools
Dyslexia Reading Support	Grades 3-6
Accelerated instruction for students identified in the five academic categories	K-12

Title I, Part A Plan Overview

No Child Left Behind, P.L. 107-110 is the federal legislation currently in place defining public education in the United States. Title I, Part A is the first section or chapter of this law. The purpose of Title I, Part A is to ensure that all children, regardless of economic status, are afforded a strong public education. Funds to support Title I, Part A are generated by the number of students from low income families. Funds are spent to address academic achievement needs for students. Campuses that have a low income percentage of forty percent or higher may opt to implement a schoolwide Title I, Part A program as opposed to a targeted assistance program. Targeted assistance programs offer supplemental services to a limited number of students identified for academic intervention. Schoolwide programs also strive to implement individualized student services but may utilize Title I, Part A funds to elevate and improve the instructional program of the entire school. Currently, twenty-six GPISD campuses have more than forty percent low income students and have opted to implement a schoolwide Title I, Part A program. Legislation includes ten required components of a schoolwide Title I, Part A program.

1. Comprehensive Needs Assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified professional teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school
8. Measure to include teachers in the decisions regarding use of academic assessments to improve student achievement and the overall instructional program
9. Activities to ensure effective timely assistance for students experiencing difficulty mastering proficient and advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

Campus allocations are determined by the number of students identified as low income from the GPISD data on free and reduced lunch eligibility. Per pupil amounts are increased for campuses with the highest levels of identified students as noted in the color coded chart. Title I legislation also requires that a minimum of one percent of the funds be allocated specifically for parental involvement efforts. This amount is also allocated incrementally according the higher percentages of low income families.

Campus administrators budget Title I, Part A allocations to support identified student needs for academic achievement. Common campus allocations include payroll for certified tutors, instructional materials and scientifically based research modeled instructional programs. Identified needs that are common for Title I, Part A campuses are budgeted and managed centrally for more fiscally responsible contracts for services and purchases and to provide specific services to campuses that would be difficult fiscally and programmatically for each campus to design and implement. Centrally managed services currently in place for GPISD Title I, Part A campuses are:

- Parent Involvement Facilitator (1)

- Community Liaisons for elementary campuses (4)
- Parent Educators (part time – numbers vary based on need)
- Social Workers (4)
- Preschool programs (Home Instruction for Parents of Preschool Youngsters HIPPY)
- Math/Science Strategists for elementary (partially funded centrally)
- District level Math Strategist (1)
- District level Science Strategist (1)
- Translation services expansion (1.7)
- Achieve 3000 software contract
- Time to Know software contract
- Supplemental library materials to support dual language acquisition and leveled reading materials

Individuals with Disabilities Act Special Education Plan Overview

Funding for special education comes from both state and federal IDEA-B sources. State funding is based on the average daily attendance (ADA) of students receiving special education services and the amount of time they are served in various instructional settings. Federal funding is based on the number of three through twenty-one year old students with disabilities reported on the district's PEIMS count. Funds are intended to cover the excess costs of providing special education and related services to children with disabilities and must be used to supplement other local, state and federal funds allocated for the basic instructional program (34§CFR 300.202).

The purpose of special education funds is to ensure that all children with disabilities have available to them a free appropriate public education. Their instructional programs must emphasize special education and related services to meet their unique needs and prepare them for further education, employment and independent living (34§CFR 300.1). Each student identified for services has a team of educators and family members working to develop an Individual Education Plan (IEP) specific to individual needs.

The parents of special education students are encouraged to participate in full parental involvement activities at the campus level. In an effort to enhance and expand services, the district has implemented the Grand Prairie ISD Special Education Parent Teacher Association, SEPTA (<http://sites.google.com/site/grandprairieisdsepta/home>). The mission of SEPTA is to bring parents and teachers together to better serve the requirements of the special needs child. The primary objective is to provide information to families on a wide variety of special education topics. The commitment is to build connections and support between parents, teachers, programs and community.

Supplemental strategies and programs funded by IDEA for GPISD students include the following:

Special Education Strategies	Grade Levels
Special Education teachers	PreK-12
Special Education paraprofessionals	PreK-12
Dyslexia trained teachers	1-12
Academic Behavior Progress Monitoring System	PreK-12
Speech and Language services	PreK-12
Occupational and Physical Therapy services	PreK-12
Evaluation and Counseling services	PreK-12
Assistive Technology and Adapted Physical Education services	PreK-12
Student Data Management System	PreK-12
Special transportation	PreK-12

GPISD Education Improvement Committee Roster 2011-2012

As with campus improvement plans, legislation requires that the development of a District Improvement Plan (DIP) must include input and feedback from stakeholders. GPISD involves the EIC in the comprehensive needs assessment process and the development and evaluation process of the DIP.

SCHOOL	NAME	POSITION	EXPIRES
Adams	Lindsey, Jackie	Teacher	2012
Arnold	Turrentine, John	Teacher	2011
Austin	Trejo, Basilia	Teacher	2011
Bonham	Rodriguez, Jacquelyn	Teacher	2012
Bowie	Morrison, Gina	Teacher	2012
Bush	Greer, Patricia	Teacher	2012
Crockett	Barker, Brance	Teacher	2011
Crosswinds	McCollum, JR	Teacher	2012
Daniels	Parks, Yolanda	Teacher	2012
Dickinson	Srock, Barbara	Teacher	2011
Dubiski	Cavazos, Monica	Teacher	2011
Dubiski	Mozingo, Mike	Teacher	2011
Eisenhower	Overall, Paula	Teacher	2011
Fannin	Brown, George "Wes"	Teacher	2012
Flo Hill	Beasley, JoAnn	Teacher	2011
Garcia	McKenzie, Regina	Teacher	2012
Garner	Trammell, Annette	Teacher	2012

GP9th	Buffalo, Vicki	Teacher	2011
GPHS	Fuller, Roger	Teacher	2011
GPHS	Whitley, Ed	Non Teach	2011
Jackson	Smith, Penny	Teacher	2011
Johnson	Williams, Karen	Teacher	2011
Kennedy	Chavez, David	Teacher	2011
Lamar	Bernard, LaHaria	Teacher	2012
Lee	Enriquez, Alicia	Teacher	2012
Marshall	Andrews, Kathleen	Teacher	2012
Milam	Phipps, Pat	Teacher	2012
Moore	Gueta, Darci	Teacher	2011
Moseley	Berrun, Susana	Teacher	2011
Powell	Langston, Barbara	Teacher	2011
Rayburn	Larson, Kimberly	Teacher	2012
Reagan	Nelson, Norma Jean	Teacher	2011
Seguin	Dobbins, Cyndy	Teacher	2011
SGP9th	Davis, Michael	Teacher	2011
SGPHS	Duke, John "Rusty"	Teacher	2011
SGPHS			
Travis	Bolden, Vera	Teacher	2011
Truman	Thomas, Navonia	Teacher	2011

Whitt	Dumler, Linda	Teacher	2011
Williams	Glazner, Annetta	Teacher	2012
Zavala	Wilson, Wendy	Teacher	2012
Business	Claybrook, Jason	Business	2011
Business	Wright, Martha	Business	2011
Parent	Goss, Marilyn	Parent	2011
Parent	Brown, LaToya	Parent	2011