

Grand Prairie Independent School District  
Grand Prairie, Texas



District Improvement Plan  
2012-2013\*

\*District Improvement Goals and Performance Objectives were presented to the Board of Education for review and a formal vote is to be documented in December 2012. Formative Evaluation processes begin January 2013.

## ***C O N T E N T S***

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***District Profile***

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***Student Academic Achievement***

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## ***Mission Statement***

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

## ***Vision Statement***

We are a learning community vigorously pursuing student success.

**Grand Prairie Independent School District  
District Profile 2012  
Superintendent: Susan Simpson Hull, PhD**

Grand Prairie Independent School District (GPISD) covers 58 square miles in the heart of the Dallas-Fort Worth Metroplex serving more than 26,900 students within the Dallas County portion of the city of Grand Prairie, Texas. The district has 38 campuses including four high schools, two ninth grade centers, seven middle schools, a secondary disciplinary alternative campus, twenty-four elementary schools, including a 5<sup>th</sup> grade campus and a Pre-Kindergarten campus.

The Comprehensive Needs Assessment (CNA) process for GPISD and for each campus follows the guidelines for site based decision making noted in policy BQB Local. From a review of Texas Education Agency materials regarding the needs assessment process, GPISD has developed a concise planning guide for the process. The CNA process included examining needs from all subject matters, grade levels, and special programs for curriculum, instruction, staffing, staff development, school organization and budgeting.

GPISD has adopted the *Grand Prairie ISD District Profile 2012-2013* format for capturing needs assessment data and formative and summative evaluations. Each campus also constructed, with input from their Campus Improvement Committee (BQB Local), a *School Profile*. GPISD has reviewed the needs assessment process to address all requirements of the federal School Improvement Program.

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

***Elementary Schools of Choice:***

Daniels Academy of Science and Math  
Garner Fine Arts Academy  
Whitt Fine Arts Academy  
Marshall Leadership Academy  
STEM Academy at the Crockett 5<sup>th</sup> Grade Center

***Secondary Programs of Choice:***

The Fine Arts Academy at Reagan Middle School  
The Fine Arts Academy at Grand Prairie 9<sup>th</sup> Grade Center  
The Center for Law and Public Safety at Grand Prairie 9<sup>th</sup> Grade Center

The Center for Law and Public Safety at Grand Prairie High School  
The Center for Sports Health Science at South Grand Prairie 9<sup>th</sup> Grade Center  
The Center for Sports Health Science at South Grand Prairie High School

***Secondary Schools of Choice:***

Young Women's Leadership Academy at Arnold Middle School  
Young Men's Leadership Academy at Kennedy Middle School  
Crosswinds High School  
Dubiski Career High School

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

The GPISD Education Improvement Committee (EIC) assists district administrators with reviewing district data, analyzing district needs, evaluating current efforts and updating the District Improvement Plan. Parents or community members may participate in this process or provide feedback to the EIC at any time during the school year by contacting Ricky Mitchell, Executive Director of Federal/State Programs, or Dr. Vern Alexander, Deputy Superintendent of Student Support Operations.

### ***Summary of Information Reviewed***

- Academic Excellence Indicator System (AEIS) notes Gold Performance Acknowledgments for *Texas Success Initiative (TSI) Mathematics* and *Commended on Social Studies* for GPISD.
- 3<sup>rd</sup> and 4<sup>th</sup> grade elementary students are meeting or exceeding state assessment percentages in reading, mathematics and writing.
- 3<sup>rd</sup> and 4<sup>th</sup> grade elementary students tested in Spanish are not meeting or exceeding state assessment percentages and showed decreased percentages in mathematics from last year.
- 3<sup>rd</sup> and 4<sup>th</sup> grade students showed increased passing percentages in writing for both the English and Spanish administrations.
- 5<sup>th</sup> grade students are meeting or exceeding state assessment percentages in reading, mathematics and science.

- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students are maintaining passing percentages in all areas tested but are performing just below state averages in all areas.
- Summary of all grades tested shows performance averages near but below state averages with the exception of writing scores one point above state average.
- 11<sup>th</sup> grade students showed increased passing percentages over last year in all areas tested.
- 11<sup>th</sup> grade students met or exceeded state passing percentages in all areas tested.
- Testing participation rate was 98.5%, mirroring the state and regional rates.
- AYP reports show second year of below required performance in reading and mathematics requiring parent communication and revision of DIP to address AYP goals.
- School Improvement Program (SIP) requirements due to not meeting Adequate Yearly Progress (AYP).
- Student enrollment and ethnic distribution remain fairly constant with 26,900 students but a noticeable increase of Asian and Pacific Islander students from .5% to 3.2%. (African American: 16.8%, Hispanic: 62.9%, White: 14.4%, American Indian: 1.3%, Asian: 3.2%, Pacific Islander: 0.1%, Multiple Races: 1.3%)
- 23.2% of students are enrolled in Bilingual/ESL education programs.
- Assessments show that 24.5% of our students are Limited English Proficient.
- 23.7% of students are enrolled in Career and Technology education programs.
- 8.1% of students are enrolled in Gifted and Talented education programs.
- 9% of students are enrolled in Special Education programs
- Dropout and attendance rates were within one percentage point of last year.
- The District's attendance rate is 94.7%.
- 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.
- Four year completion rate data showed an increase of over eight percent.
- SAT/ACT college entrance scores showed no increases over last year and are still significantly below state and regional scores.
- PEIMS data reports 14,865 students, just over 56%, with one or more designations as at risk of dropping out of school, with a total of 20,454 total entries.
- The at risk categories with the largest number of students are Limited English Proficient (6,900), Reading Readiness (4,221), Instrument Tests (3,746), Retention (2,180) and Homeless (1,438).
- Disciplinary Alternative Program referrals to Lamar are down by 100 students.
- Improvements in communication from the sending school to Lamar are documented but noted for continuous improvement.
- Percentage of teachers with advanced degrees (17.1%) is below state average (21.8%).
- Percentage of teachers to complete 100% of required district training is 89.46%.

- Percentage of teachers not completing the minimum training hours for technology is 46.1%.
- STaR Chart ratings still show a limited number of campuses with Advanced or Target ratings in the 4 categories of Teaching and Learning, Educator Preparation and Development, Leadership/Administration/Instructional Support and Infrastructure for Technology.
- Turnover rate for teachers (14.4%) is higher than the state average (11.9%).
- GPISD spends 63% of all funds directly on instruction compared to 58.6% statewide.
- Processes and procedures for a comprehensive needs assessment to drive budget planning and expenditure documentation - under review for continuous improvements.
- Data and information regarding Schools of Choice and specific curriculum and structure.

### *Analysis and Action Statements*

No new legislation at the state or federal level has been issued requiring adjustments to the current goal statements in the District Improvement Plan and corresponding Campus Improvement Plans. Data analysis supports necessary updates to the DIP within the current goal statement structure. DIP goal categories will remain for parent involvement, student achievement, curriculum implementation, dropout prevention, teacher preparation, technology utilization, and safe and disciplined schools. **School Improvement Program (SIP) requirements have been added to the appropriate goal statements.** These requirements are listed in detail under the *Adequate Yearly Progress (AYP) School Improvement Program (SIP) Goals, Targets and Requirements* section of this document.

Performance Objectives developed through this process are included at the end of each section. Performance Objectives entered in **gray highlights** denote new or edited objectives for the 2012-2013 schoolyear.

**DIP 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) (SIP Requirement: 8)**

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

GPISD will also communicate with parents through the current structure about the expansion of *Programs and Schools of Choice*. Noted for continuous improvement is the application and selection process for these schools.

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

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

*Performance Objective 1.1: GPISD will develop and maintain 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 plan and encourage parent involvement efforts that support identified student and family needs such as health education, home learning, adult language development, college and career readiness, and parental participation in instructional improvements such as Programs and Schools of Choice.*

**DIP 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 the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6)**

GPISD achievement data will drive focused improvements for instructional delivery. Federal regulations require DIP strategies to address assessment for AYP. While GPISD student achievement assessments are competitive with other schools across the state, the federal goals for achievement increase annually. GPISD was designated for District Improvement due to three consecutive years of not meeting AYP in reading and mathematics performance as measured by these increasing standards.



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

A challenge to improvements in student achievement is the number of students with one or more designations as at risk of dropping out of school. Further information and needs statements are included in the section on Dropout Prevention. GPISD acknowledges that academic challenges may result in social challenges just as social challenges may negatively affect academics. However, only 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 & staff development
- Focused efforts to address academic needs for at risk students
- Standardized process for at risk student identification

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

*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 providing Response to Intervention/Student Success Team (RTI/SST) services for all students to provide longitudinal student data and more effectively focus instruction,*

*interventions and related services.*

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

*Performance Objective 2.4: GPISD will implement prescriptive academic services to address the particular needs of Limited English Proficiency (LEP) students, the highest category of at risk students for the district.*

*Performance Objective 2.5: GPISD will implement School Improvement Program requirements to meet Adequate Yearly Progress.*

*Performance Objective 2.6: GPISD will improve student performance by expanding and maintaining Programs and Schools of Choice.*

**DIP 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) (SIP Requirements: 1, 2, 5)**

Adherence to the CSCOPE core curriculum remains in the DIP and all campus plans. Meaningful analysis and review of this effort will require an additional one to two years for effective data. Current monitoring efforts of implementation are in place. 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 and increased utilization of the lesson plan database.

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

*Performance Objective 3.1: GPISD will implement a standardized documentation process to monitor the utilization of the CSCOPE online curriculum 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 improve instructional delivery, student progress assessments and differentiated instruction, particularly to address the needs of at risk students and student groups not meeting AYP.*

*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.*

**DIP 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, Data Driven Management) (SIP Requirements: 1, 2, 5)**

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

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

Review of current processes also shows a need for improvements in coordination of Title I federal funds and State Compensatory Education (SCE) funds. Improved processes and documentation are needed in these areas.

- Allocation methods and formulas
- Program planning and budgeting for services to at risk students
- Documented connections of expenditures to planned services
- Program planning and budgeting to address specific academic problems for low achieving students

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

*Performance Objective 4.1: GPISD will support process improvements for at risk student identification and reporting to support improved instruction.*

*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 by addressing at risk designations at the appropriate grade level(s) and implementing School Improvement Program requirements.*

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

Highly qualified designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. As noted in the Curriculum and Instruction section and the Technology section of this needs assessment, strategies are needed to support and monitor the efforts of teachers to apply staff development concepts into the classroom. Improved delivery methods to address changing student needs are a priority. Approximately 25% of the full student body is designated as LEP. Effective strategies and techniques for instructional delivery are taught through the Bilingual/ESL teacher certification process. Currently the district is focusing on increasing the number of elementary teachers with this certification. School Improvement Program requirements include a strong focus on effective instructional delivery.

GPISD is compliant with the Highly Qualified Teacher (HQ) 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.

Course offerings support all sections of the District Improvement Plan and Campus Improvement Plans. Professional development and training sessions have been expanded to include necessary preparation for the expansion of *Programs and Schools of Choice* for the 2012-2013 schoolyear. Sessions include:

- Professional Learning Communities
- Performance Based Learning
- Gender Specific Leadership
- English as Second Language techniques for specific academies
- Advanced Placement
- OSHA, CPR and First Aid
- Individualized and Differentiated Instruction

Eduphoria records show 90% of teachers completing required training. Records show training completion percentages are lowest for technology training sessions. STaR Chart information confirms that teachers are not consistently rating themselves or the campus as highly competent in the use of technology in the classroom. An improvement strategy to monitor and increase training completion rates must be included in the 2012-2013 DIP.

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

*Performance Objective 5.2: GPISD will document a staff development plan that addresses compliance with certifications, advanced degrees, individualized and differentiated instruction, instructional technology applications and the relationship capacity necessary for effective teaching and learning as noted in School Improvement Program requirements.*

*Performance Objective 5.3: GPISD will inform principals and monitor usage of the Eduphoria reports showing progress toward completion rates at each campus to ensure compliance with School Improvement Program requirements.*

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

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

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

Improvements for instructional technology training are prioritized from STaR Chart data and training completion data. Efforts for the 2012-2013 schoolyear will be measured by resource management, inventory and usage data, campus evidence of judicious use for teaching and learning. Examples include innovative lesson plans, electronic communications and collaboration, best practices showcase, session records and evaluations, work order data, and feedback from staff, students and parents.

*Performance Objective 6.1: GPISD will increase STaR Chart ratings in all areas to the Advanced or Target levels.*

*Performance Objective: 6.2: GPISD will offer leadership, support, training and collaboration to expand and improve use of technologies and other media as measured by resource management, inventory and usage data, campus evidence of judicious use for teaching and learning, session records and evaluations, work order data, and feedback from staff and students.*

**DIP Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6)**

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.

For the 2011-2012 schoolyear, Lamar Disciplinary Alternative Program reported a total of 716 student referrals, down from 862 the previous year. Of these, 400 referrals were for the minimum thirty days and the remaining 316 were for a period of 45 to 60 days. The top categories for the placements were: profanity, under the influence of drugs, fighting, major disruption, theft, insubordination, possession of marijuana, and threats to staff. 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 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.

Review of current efforts show acceptable adherence to current procedures. Data analysis is slated to include review of safe schools data as School Choice and Dropout Prevention improvements are implemented.

*Performance Objective 7.1: GPISD will review and revise as necessary to maintain the effective process for campus discipline referrals and for removal of students to a disciplinary alternative education setting 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)*

***District Improvement Plan***

<b>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) (SIP Requirement 8)</b>	
<b>Formative Evaluation(s):</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes
<b>Summative Evaluation Measurement Tool(s):</b>	
<b>Funding Information:</b> 199 \$1,302,491; SCE \$142,509; Title I \$553,857	

**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.***

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
1.1.1 Develop a standardized data collection/reporting format for parent involvement activities and classes. Review data collection/reporting format with campus administrators.	October - May	Standardized parent involvement format, online Calendar of information sessions with campus administrators Annual report from campuses District summary report	Parent Involvement Coordinator Campus administrators
1.1.2 Develop a standardized data collection/reporting format for parent and community volunteer efforts. Review data collection/reporting format with campus administrators.	October - May	Standardized volunteer format, online Calendar of information sessions with campus administrators Annual report from campuses District summary report	Parent Involvement Coordinator Campus administrators



**Performance Objective 1.2: GPISD will plan and encourage parent involvement efforts that support identified student and family needs such as health education, home learning, adult language development and parental participation in SIP instructional improvements such as Programs and Schools of Choice.**

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
1.2.1 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/Counselors Parent Involvement Coordinator Director of Health Services Director of Counseling Services
1.2.2 Communicate SIP Stage 2 requirements for improved parent involvement in the school, particularly to facilitate instruction and home learning to support successful implementation of research based instructional strategies.	September – May See calendar	Letters to parents Agenda, sign-in sheets, feedback forms Home Learning materials and training information	Campus Administrators Classroom Teachers Parent/Community Liaisons
1.2.3 Implement multiple methods of communication with parents regarding programs and schools of choice.	January - March	Printed documentation of information items and application process Calendar of information sessions and methods GPISD Showcase Information	Campus Administrators Central Administrators Counselors

<b>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) (SIP Requirements 1, 2, 4, 5, 6)</b>	
<b>Formative Evaluation(s):</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes:
<b>Summative Evaluation Measurement Tool(s):</b>	
<b>Funding Information:</b> 199 \$94,390,735 SCE \$16,206,449 Title I \$1,620,686 IDEA-B \$2,302,737 IDEA-B Preschool \$66,824 Perkins \$7,805 Title III \$249,932	

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

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
2.1.1 <i>Every Child, Every Seat, Every Day</i> initiative for increased instructional time and increased school funding based on average daily attendance	August– June	Parent and Community communications in print and online Information sessions with principals Average daily attendance campus information and PEIMS reports	Director, Public Information Director, Public Engagement Campus administrators

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.1.2 <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  October-November  Ongoing	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 Professional Development and Appraisal System (PDAS) documentation of Teen Pregnancy Facilitators PDAS documentation of Campus RN curriculum in middle school	Director, Health Services Teen Pregnancy Facilitator  Campus Nurses

**Performance Objective 2.2:** *GPISD will review and revise the process for providing Response to Intervention/Student Success Team (RTI/SST) services for all students to provide longitudinal student data and more effectively focus instruction, interventions and related services.*

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.2.1 RTI/SST process review, editing and preparation of information to campuses	January	Process documentation	Central staff Teaching and Learning Campus Administrators
2.2.2 Information sessions and monitoring of campus efforts	November - April	Session documentation	Central staff Teaching and Learning

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

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.3.1 Conduct data review and analysis for 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	Central staff Teaching and Learning
2.3.2 Provide campuses with supplemental prescriptive academic services and products for at risk students for writing and/or other challenging content areas.	September	Writing software identified to increase secondary student feedback for writing assignments Appropriate supplemental software for content areas System provides documentation of use PEIMS at risk data Evaluations	Central staff Teaching and Learning
2.3.3 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	Director, College and Career Readiness
2.3.4 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 Advanced Placement exam results CBE results	Director, College and Career Readiness Director, Assessment and Research Secondary counselors Advanced Academics Specialists

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
2.3.5 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
2.3.6 Promote and provide academic opportunities for special education students to accelerate learning in areas of strength with a differentiated curriculum	August - May	CSCOPE scaffolded curriculum noted in lesson plans Curriculum unit assessments TAKS passing rates Enrollment figures	Director, Special Education School counselors
2.3.7 Provide appropriate supplemental services to identified Migrant students under Title I, Part C as per the Region 10 Education Service Center Migrant Education Program Priority for Services/Migrant Plan of Action	August - May	Region 10 ESC contract NGS records Student records and assessment data	Executive Director, Federal/State Programs Migrant Recruiter Region 10 ESC designee

**Performance Objective 2.4: GPISD will implement prescriptive academic services to address the particular needs of Limited English Proficiency (LEP) students, the highest category of at risk students for the District.**

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.4.1 Review of teachers with highest concentrations of LEP students to assist with implementation and review of prescriptive academic services.	October – May	Campus Improvement Plans	Campus administrators Director, Bilingual and Languages Other Than English (LOTE)
2.4.2 SIOP Academies (Sheltered Instruction Observation Protocol) With National Association of Bilingual Educators and Texas Educators of Speakers of Other Languages training support	October – May	NABE and TESOL documentation Session descriptions and evaluations Informal walk-through documentation	Director, Bilingual and LOTE and staff
2.4.3 Academic Vocabulary Building Academies Continuation of English Language Prescriptive Strategies (ELPS) with a focus on vocabulary pedagogy specific to sheltered instruction and second language strategies	October – June	Session descriptions and evaluations Informal walk-through documentation	Director, Bilingual and LOTE and staff
2.4.4 Dual Language Overviews and Institutes via Gomez/Gomez model	October-May	Session descriptions and evaluations Informal walk-through documentation	Director, Bilingual and LOTE and staff Gomez/Gomez instructors Lead Teachers
2.4.5 English as Second Language (ESL) Certification Classes for content area teachers Manual and handouts Upon successful completion of test teachers will be reimbursed	October – May	Session descriptions and evaluations Informal walk-through documentation	Director, Bilingual and LOTE and staff Region 10 Education Service Center

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.4.6 University of Texas-Arlington (UTA) Science-Technology-Engineering-Math (STEM) Initiative (Elementary) All material is specific to STEM to prepare teachers to be GPISD trainers	See calendar	Session descriptions and evaluations Informal walk-through documentation	Director, Bilingual and LOTE and staff UTA Bilingual Dept. UTA Science and Math Departments



**Performance Objective 2.5: GPISD will implement School Improvement Program requirements to meet Adequate Yearly Progress.**

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.5.1 Review School Improvement Program (SIP) level 1 strategies from 2011-2012 DIP and update DIP strategies.	October- November	2012-2013 DIP notations on SIP	Central Staff
2.5.2 Campus based and centrally developed training and information on the connections of the State of Texas Assessments of Academic Readiness (STAAR) assessments with CSCOPE curriculum.	October – May	CSCOPE utilization reports Campus based records Central records	Campus Administrators Technology Specialists Central Training

**Performance Objective 2.6: *GPISD will improve student performance by expanding and maintaining Programs and Schools of Choice.***

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
2.6.1 Develop Programs and Schools of Choice including budget, administrative structure, specialized curriculum and student application process.	August, 2012	Information documentation Application process documentation Budgets and administrative structure documentation	Chief Elementary Education Officer Chief Secondary Education Officer Campus and program administrative staff
2.6.2 Implement <i>Programs and Schools of Choice</i> expansion	August-May	Campus and program documentation	Program administrative staff

<b>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) and 37.0831] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum, Relationship Capacity) (SIP Requirements: 1, 2, 5)</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes
<b>Summative Evaluation Measurement Tool(s):</b>	
<b>Funding Information:</b> 199 \$1,061,083 Title I \$191 Title II \$431,873 TIF \$18,455	

**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.***

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
3.1.1 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	Chief Teaching and Learning Officer Executive Director, Staff Development Campus administrator
3.1.2 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	Teaching and Learning Facilitators

**Performance Objective 3.2:** *GPISD will coordinate efforts between the departments of Teaching and Learning, Staff Development and Instructional Technology to improve instructional delivery, student progress assessments and differentiated instruction, particularly to address the needs of at risk students and students not meeting AYP.*

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
3.2.1 Expand and improve benchmark and progress assessments to address STAAR components and AYP requirements. Coordinate with <i>Performance Objective 2.2.</i>	November – May	Assessment documentation, purchase orders, training and implementation sessions	Executive Director, Instructional Technology

**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. (TEC 37.0831)**

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
3.3.1 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
3.3.2 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
3.3.3 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, Counseling Services At Risk Counseling Services Facilitator

<b>Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.</b>	
<b>[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) (SIP Requirements: 4, 5, 6)</b>	
<b>Formative Evaluation(s):</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes:
<b>Summative Evaluation Measurement Tool(s):</b>	
<b>Funding Information: SCE \$17,242,569</b>	

**Performance Objective 4.1: *GPISD will support process improvements for at risk student identification and reporting to support improved instruction.***

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

**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 by addressing at risk designations at the appropriate grade level(s) and implementing School Improvement Program requirements.**

<b>Strategy and Resources</b>	<b>Timelines</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
4.2.1 Promote and provide academic opportunities for at risk students to accelerate learning in areas of strength with a differentiated curriculum	August - June	CSCOPE scaffolded curriculum noted in lesson plans Curriculum unit assessments TAKS passing rates Enrollment figures	Executive Director, Teaching and Learning School counselors Campus teachers
4.2.2 Require a review of current at risk and School Improvement Program 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
4.2.3 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
4.2.4 Implement and monitor programs such as AVID, Ready-Set-Teach, Texas Scholars, after-school clubs, and other high-interest student activities for academic success	Semester Reports End of Year Reports	Program/Activity Data Reports	Campus Principal and assigned staff/ program sponsors

<b>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.</b> [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Engaged Instruction via 5E Model) (SIP Requirements: 3, 7)	
<b>Formative Evaluation(s):</b> Highly Qualified (HQ) Teacher and Paraprofessional Report;	
Date:	Date:
Prepared By: Ricky Mitchell	Prepared By: Ricky Mitchell
Notes:	Notes:
<b>Summative Evaluation Measurement Tool(s):</b> HQ Teacher and Paraprofessional Report, Campus New Hire lists, HR placement records District Profile includes all data sources from the summative review for the CIP.	
<b>Funding Information:</b> Core personnel are 199. Title II \$648,113	

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

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
5.1.1 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, Federal/State Programs
5.1.2 Examine TEA reports to note exceptions to HQ Equity Distribution Report to specifically identify 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



**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 as noted in School Improvement Program requirements.*

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
5.2.1 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
5.2.2 Monitor progress of training integration with Teaching and Learning and Instructional Technology for better implementation of CSCOPE curriculum. (See Performance Objectives 3.1 and 3.2)	Each six weeks	Baseline data report reviews	Executive Director, Staff Development Director, Instructional Technology
5.2.3 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
5.2.4 Instructional Staff Development: school based specialists participate in trainer of trainers model to ensure support of staff development implementation in the classroom. Topics include Thinking Maps, Problem Based Learning, Professional Learning Communities, Framework for Understanding Poverty and effective instructional strategies. Online web-based learning environment is under development.	See staff development calendar	Eduphoria records	Executive Director, Staff Development  Instructional Strategists

**Performance Objective 5.3: GPISD will inform principals and monitor usage of the Eduphoria reports showing progress toward completion rates at each campus to ensure compliance with School Improvement Program requirements.**

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
5.3.1 Provide information and assistance to Principals in using Eduphoria for monitoring training compliance	October and as requested	Technologists reports Campus usage reports	Campus Technologist
5.3.2 Campus based training plan and required district training reports furnished to each teacher.	January, May	Eduphoria reports Campus usage reports	Campus Administrator Campus Technologist

<b>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) (SIP Requirements: 2, 3)</b>	
<b>Formative Evaluation(s):</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes:
<b>Summative Evaluation Measurement Tool(s):</b> District Profile includes all data sources from the summative review for the CIP.	
<b>Funding Information:</b> 199 \$243,238 in 6397 for major purchases – minor purchases are coded as Instructional Supplies	

**Performance Objective 6.1:** *GPISD will increase STaR Chart ratings in all areas to the Advanced or Targeted levels.*

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
6.1.1 Target staff development efforts 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	Director, Instructional Technology

**Performance Objective 6.2:** *GPISD will offer leadership support, training and collaboration to expand and improve the use of technology and other media as measured by resource management, inventory and usage data, campus evidence of judicious use for teaching and learning, session records and evaluations, work order data, and feedback from staff and students.*

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
6.2.1 Review and expand delivery methods for training on resource management, inventory and usage data.	October, March	Campus session data	Instructional Technologist Media Specialist
6.2.2 Review and expand delivery methods for training for technology connections for teaching and learning	October – May	Eduphoria records Campus session data	Instructional Technologist Media Specialist

<p><b>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.</b>  <b>[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) (SIP Requirements: 2, 6, 8)</b></p>	
<b>Formative Evaluation(s):</b>	
Date:	Date:
Prepared By:	Prepared By:
Notes:	Notes:
<p><b>Summative Evaluation Measurement Tool(s):</b> Referral documents, Task Force meeting agenda and minutes  District Profile includes all data sources from the summative review for the CIP.</p>	
<p><b>Funding:</b> 199 \$10,363,723 SCE \$477,177 Title I \$350,080 IDEA-B \$1,481,132 Perkins \$309,550</p>	

**Performance Objective 7.1:** *GPISD will review and revise as necessary to maintain the effective 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.*

<b>Strategy and Resources</b>	<b>Timeline(s)</b>	<b>Evidence/Documentation of Implementation</b>	<b>Person(s) Responsible</b>
7.1.1 Maintain task force to review current forms and processes	April	Task force roster	Chief Student Safety and Discipline Officer
7.1.2 Maintain processes and forms for referrals to DAEP	June	Process information and forms	Chief Student Safety and Discipline Officer Lamar and Daniels DAEP Principals
7.1.3 Distribute revised process information and forms districtwide	August	Process information and forms, distribution list	Chief Student Safety and Discipline Officer

**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)**

Strategy and Resources	Timeline(s)	Evidence/Documentation of Implementation	Person(s) Responsible
7.2.1 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	Chief Student Safety and Discipline Officer Campus Principal Director Counseling Services At Risk Counseling Services Coordinator

***Adequate Yearly Progress (AYP School Improvement Program (SIP)  
Goals, Targets, and Requirements***

Under the No Child Left Behind Act of 2001, schools and districts are required to make Adequate Yearly Progress (AYP) based on state-developed and approved benchmarks. These include student assessment (English Language Arts/Reading [ELA-R], Math, Grades 3-8 and 10) performance and participation, graduation rate, and attendance.

Shaded areas show unmet AYP goals and targets for improvement.

<b>REQUIREMENTS/GPISD</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
*ELA-R TAKS/STAAR Performance (Grades 3-8 & 10)	80%/61% (SpEd)	87%/61% (SpEd)	93%	100%
*Math TAKS/STAAR Performance (Grades 3-8 & 10)	75%/59% (SpEd)	83%/59% (SpEd)	92%	100%
ELA-R TAKS/STAAR Participation (Grades 3-8 & 10)	95%/99%	95%/99%	95%	95%
Math TAKS/STAAR Participation (Grades 3-8 & 10)	95%/99%	95%/99%	95%	95%
Graduation Rate	75%/83%	75%/84%	75%	75%
Attendance Rate (K-12)	NA	NA	90%	90%

\*Student assessment and participation rates are for the following seven student groups: ALL, African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient.

Failure to meet AYP moves campuses and districts into the School Improvement Program (SIP). SIP Regulations require Districts to:

1. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the Local Education Agency (LEA);
2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;
3. Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119;

4. Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;
5. Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;
6. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the year;
7. Specify the responsibilities of the TEA and the LEA under the plan including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements];
8. Include strategies to promote effective parental involvement in the school;
9. Be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.



### ***Emergency Crisis Management Plan***

The Crisis Management Emergency Handbook is to be used as a log and a guide by administrators and school staff. It is also to be used for documentation of procedures that enhance responses to any one of a wide range of possible situations affecting schools. The Emergency Crisis Management Plan undergoes annual review and was previously distributed only in paper format; the plan will be made available to employees in an electronic format beginning in 2012-2013.

Every campus also has a campus Crisis Management Plan specific to the needs of each campus based on the district Crisis Management Plan. Crisis Management Plans may be made available upon request.

## ***Child Sexual Abuse Plan Overview***

GPISD has established a plan for addressing child sexual abuse, which may be accessed at [www.gpisd.org](http://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](http://www.dfps.state.tx.us/PreventionandEarlyIntervention/ProgramsAvailableInYourCounty/default.asp)

[www.tea.state.tx.us/index.aspx?id=2820](http://www.tea.state.tx.us/index.aspx?id=2820)

[www.sapn.nonprofitoffice.com](http://www.sapn.nonprofitoffice.com)

[www.taasa.org/member/materials2.php](http://www.taasa.org/member/materials2.php)

[www.oag.state.tx.us/AGPublications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AGPublications/txts/childabuse1.shtml)

[www.oag.state.tx.us/AGPublications/txts/childabuse2.shtml](http://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*.

## ***Suicide Prevention Plan Overview***

GPISD is compliant with state legislation regarding strategies for suicide prevention including suicide prevention programs. Procedures are documented to ensure parent and guardian notification and strategies such as conflict resolution and violence prevention. [TEC Section 11.252(a)(3)(b)] Counselors participate in planning, implementing and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide. [TEC Section 33.006(a)(b)] The GPISD plan is documented in the following documents:

*Suicide Prevention & Intervention: A Protocol*

*After a Suicide: A Toolkit for Schools*

GPISD works in coordination with the Texas Department of State Health Services. To locate other local mental health services in our area go to [www.dshs.state.tx.us/mhservices](http://www.dshs.state.tx.us/mhservices) The state Suicide Prevention Office may be reached at (512) 419-2231 for information on current programs and services and to report suicide activity. The Rachel's Challenge Program is implemented in all schools, beginning with the 2010-2011 schoolyear.

Suicide Prevention Resources:

Mental Health America of Texas, [www.mhatexas.org](http://www.mhatexas.org)

Suicide Prevention Resource Center, [www.sprc.org](http://www.sprc.org)

SPRC Library Catalog, <http://library.sprc.org>

American Association of Suicidology, [www.suicidology.org](http://www.suicidology.org)

National Center for Injury Prevention and Control, [www.cdc.gov/ncipc](http://www.cdc.gov/ncipc)

National Suicide Prevention Lifeline, [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Suicide Prevention Action Network USA, [www.spanusa.org](http://www.spanusa.org)

School-Based Suicide Prevention Programs and Materials:

The Youth Suicide Prevention School-Based Guide, [http://cfs.fmhi.usf.edu/StateandLocal/suicide\\_prevention](http://cfs.fmhi.usf.edu/StateandLocal/suicide_prevention)

Youth Suicide Prevention Intervention and Postvention Guidelines, [www.state.me.us/suicide/guidelines02.pdf](http://www.state.me.us/suicide/guidelines02.pdf)

Guidelines for School-based Suicide Prevention Programs, [www.ecs.org](http://www.ecs.org)

Columbia University TeenScreen Program, [www.teenscreen.org](http://www.teenscreen.org)

Jason Foundation Inc., [www.jasonfoundation.com](http://www.jasonfoundation.com)

SOS Signs of Suicide Program, [www.mentalhealthscreening.org/sos\\_highschool/index.htm](http://www.mentalhealthscreening.org/sos_highschool/index.htm)

Yellow Ribbon International Suicide Prevention Program, [www.yellowribbon.org](http://www.yellowribbon.org)

Suicide Gatekeeping Programs:

Applied Suicide Intervention Skills Training (ASIST), [www.livingworks.net](http://www.livingworks.net)

Preventing Youth Suicide Through Gatekeeper Training: A Resource Book for Gatekeepers, [www.state.me.us/suidide/gkeeping.pdf](http://www.state.me.us/suidide/gkeeping.pdf)

Question, Persuade and Refer, [www.qprinstitute.com](http://www.qprinstitute.com)

Bullying Prevention Websites:

Cyberbully.org, [www.cyberfully.org](http://www.cyberfully.org)

Stop Bullying Now Campaign, [www.stopbullyingnow.hrsa.gov/index.asp](http://www.stopbullyingnow.hrsa.gov/index.asp)

## *State Compensatory Education Plan Overview*

Texas Education Code Section 42.152 states that SCE funds are to provide supplemental programs, services and activities to the regular education program to assist students identified as at risk to pass rigorous state standards and assessments and graduate from high school. These supplemental funds are generated from the state in much the same manner that Title I funds are generated from the federal government (based upon numbers of students participating in the federal free/reduced lunch program). Funds are targeted to address student performance particularly for those identified as at risk of dropping out of school. Student academic performance data must be used to design and implement the local compensatory education program.

Texas Education Code §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 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.

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.

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. Enrichment programs and strategies identified for State Compensatory Education include:

<b>SCE Strategies</b>	<b>Grade Level Implementation</b>
Plato Credit Recovery System	Secondary schools
Capturing Kids Hearts	Keystone Character, elementary Teen Leadership, secondary 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
Content Area Strategists	Elementary and Middle schools
Dyslexia Reading Support	Grades 3-6
Accelerated instruction for students identified in the five academic categories	K-12
Supplemental teachers and strategists providing instructional interventions	K-12
Disciplinary Alternative Education Program	Secondary- up to 18% as allowed by statute
Academic Extended Day, Week, Year Programs	1-12
Path to Scholarship Program	Secondary schools

## ***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 and can pass rigorous state assessments. Funds to support Title I, Part A are generated by the number of students utilizing free/reduced lunch. In GPISD elementary campuses with 40% or higher low income percentages and secondary schools with 75% or higher are served as Title I, Part A Schoolwide Programs. Schoolwide programs 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-three GPISD elementary campuses and six secondary campuses qualify and have opted to implement a Schoolwide Title I, Part A program. Legislation lists ten required components of a schoolwide Title I, Part A program that are included in the GPISD Goal Statements.

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. 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 to 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 address legislative requirements for:

#### Parent Involvement

- Parent Involvement Coordinator (1 Full Time Equivalent or FTE)
- Community Liaisons for elementary (5 FTEs)
- Parent Educators (part time – numbers vary based on need)
- Translation services (1.7 FTEs)

#### Private School Services

- Region 10 Education Service Center contracted services for area private non-profit schools serving eligible GPISD students

#### Preschool Programs

- PACT Parent and Child Together activities and personnel (2 FTEs)

#### Program Administration

- Time to Know software contract
- Supplemental library materials to support dual language acquisition and leveled reading materials including technology based tools such as electronic readers and pads, computerized “smart” boards and other classroom handheld devices.
- Clerical Support (4 FTEs)
- Technology Specialists (2)

#### Professional Development (including SIP Professional Development)

- District Content Area Strategists (11)

#### Homeless Services

- Social Workers (6 FTEs)
- Transportation, supplies and materials as needed



## ***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:

<b>Special Education Strategies</b>	<b>Grade Levels</b>
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
PPCD content for 3 year olds	Preschool
Student Data Management System	PreK-12
Special transportation	PreK-12

## ***Comprehensive Needs Assessment Process Information***

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 for effective strategies to move GPISD toward becoming a Texas Education Agency Exemplary District and to make or exceed federal Adequate Yearly Progress performance levels.

The following data were considered for this analysis:

Academic Excellence Indicator System (AEIS) data  
Texas Assessment of Knowledge and Skills (TAKS) results  
Preliminary State of Texas Assessment of Academic Readiness (STAAR) results  
Adequate Yearly Progress (AYP) data by campus and cumulative  
Public Education Information Management System (PEIMS) data  
At risk data  
Migrant NGS data  
Demographic data  
Attendance data  
Safe and Drug Free Schools and Communities Program Annual Evaluation  
Lamar Secondary Disciplinary Alternative Education Program (DAEP) Placement Data  
Daniels Elementary DAEP Placement Data  
GPISD Social Workers End of Year Report  
State and Federal planning requirements  
Performance Based Monitoring Analysis System report  
GPISD Technology Plan  
STaR Charts on technology usage  
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

***Planning Process Timeline***

<b>TIME/MONTH</b>	<b>ACTIVITY</b>
September	Submit DIP/CIP Performance Objectives to Board of Trustees for Review
October	DIP/CIP Performance Objectives approved by Board of Trustees DIP/CIPs uploaded on website(s)
January-March	Formative Reviews and plan updates by EIC/CICs
May-July	Summative Reviews and plan updates by EIC/CICs Planning for next year begins
July-August	Performance Objectives and DIP/CIPs reviewed for new year by EIC/CICs

### ***GPISD Education Improvement Committee Roster 2012-2013***

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.

<b>SCHOOL</b>	<b>NAME</b>	<b>POSITION</b>	<b>EXPIRES</b>
Adams	McKinney, Whitney	Teacher	2014
Arnold	Benson, Jordan	Teacher	2014
Austin	Horne, Felica	Teacher	2013
Bonham	Whitenight, Jan	Teacher	2014
Bowie	Harris, Alacia	Teacher	2014
Bush	Mejia, Sandra	Teacher	2014
Crockett	Orozco, Mario	Teacher	2013
Crosswinds	Payton, Jonathan	Teacher	2013
Daniels	Hill, Tiahesha	Teacher	2014
Dickinson	Raymond, Suzanne	Teacher	2013
Dubiski	Mozingo, Mike	Teacher	2014
Dubiski	Daniels, Kevin	Teacher	2013
Eisenhower	Biehl, Vonessa	Teacher	2013
Fannin	Adams, Crystil	Teacher	2014
Flo Hill	Sellers, Staci	Teacher	2014

<b>SCHOOL</b>	<b>NAME</b>	<b>POSITION</b>	<b>EXPIRES</b>
Garcia	Rosales, Guy	Teacher	2014
Garner	Brazelton, Gwen	Teacher	2014
GP9th	Lewis, Susan	Nurse	2013
GPHS	McGee, John	Teacher	2013
GPHS	Simmons, Linda	Teacher	2013
Jackson	Smith, Malina	Teacher	2014
Johnson	Thate, Clara	Teacher	2013
Kennedy	Berhausen, Diana	Teacher	2014
Lamar	Valez, Janay	Teacher	2014
Lee	Powell, Tammy	Teacher	2014
Marshall	Cavazos, Pete	Teacher	2013
Milam	Robins, Khiandra	Teacher	2013
Moore	Jones, Cicley	Teacher	2013
Moseley	McDonald, Staci	Teacher	2013
Powell	Langston, Barbara	Teacher	2013
Rayburn	Kilbride, Miranda	Teacher	2014
Reagan	Myers, Thad	Teacher	2013
Seguin	Floyd, Amy	Teacher	2014

<b>SCHOOL</b>	<b>NAME</b>	<b>POSITION</b>	<b>EXPIRES</b>
SGP9th	Smith, Michael	Teacher	2013
SGPHS	Neely, Marilyn	Administrator	2013
SGPHS	Henry, Shelby	Teacher	2013
Travis	Linebarger, Beverly	Teacher	2013
Truman	Stephenson, Kristie	Teacher	2014
Whitt	Castillo, Carlos	Teacher	2013
Williams	Hensley, Erika	Teacher	2014
Zavala	Holt, Jean Ann	Teacher	2014
Business	Naomi Brand	Business	2013
Business		Business	
Business		Business	
Parent	Bre Lindsey	Parent	2014
Parent	Sandra Freeman	Parent	2014