# Grand Prairie Independent School District

# District Improvement Plan

# 2023-2024 Website DIP

# Mission Statement

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

# Vision

GPISD is a learning community committed to student academic growth, innovation and equity for all.

# Guiding Principles

Maximizing Student Achievement

Exercise Responsible Fiscal Oversight

Develop Leadership Capacity

Promote 21st-Century Learners Who Are College and Career Ready

# Core Values

**G**row, attract, and retain students and staff through high-quality programming.

**P**repare scholars through college, career, and military readiness for the 21st century and beyond.

**I**nnovative and inclusive educational practices.

**S**ecure the largest rate of return on the public's tax dollar by adopting conservative budget practices.

**D**evelop high community standards through the engagement of parents, business, and the community in a collaborative and transparent process.

# Motto

**Innovate. Educate. Graduate.**

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# Comprehensive Needs Assessment

**Revised/Approved: October 20, 2023**

## Needs Assessment Overview

**Needs Assessment Overview Summary**

**2023-2024 Comprehensive Needs Assessment District Priorities**

The Texas Education Agency (TEA) has set four Strategic Priorities that must serve as the cornerstones of plan development and for progress measurement and evaluation. GPISD has flexibility to address additional local priorities.

**The TEA Strategic Priorities are:**

1. Recruiting, supporting, and retaining teachers and principals

2. Building a foundation of math and reading

3. Connecting high school to career and college

4. Improving low-performing schools

**The Local Strategic Priorities are:**

5. Update and expand instructional technology

6. Support parent and community engagement

7. Safety and Well-Being

# Demographics

**Demographics Summary**

Grand Prairie remains the 9th largest city in the Dallas-Fort Worth Metroplex and the 17th largest city in the state of Texas. Grand Prairie is conveniently located between Dallas and Fort Worth in the far western part of Dallas County. The city offers relaxation, family fun, friendly neighbors and a smart place to live and do business. Approximately 195,000 people live in Grand Prairie. Residents tend to be thirty-something, dual-income homeowners. In Grand Prairie, families who have lived here for generations welcome newcomers who choose to move to Grand Prairie for the same reasons the natives don't leave - location and hometown atmosphere. The Grand Prairie Independent School District (GPISD) is the largest employer in Grand Prairie with approximately 3,972 staff members. GPISD is a 58-square-mile district serving approximately 27,000 students within the Dallas County portion of Grand Prairie.   The District boasts 39 campuses, including 22 elementary schools, 6 middle schools, 4 high schools, 3 grades 6-12 campuses, 1 grade PK-8 campus, 2 early education schools, and one alternative education school. Voted into existence on July 5, 1902, the District had the distinction of celebrating its 100th-year anniversary during the 2002-2003 school year. In 2015, the District passed a $91 million bond election.

The District has a diverse student population with 69.51 percent Hispanic students, 16.75 percent African-American students, 7.47 percent White students, 3.3 percent Asian/Pacific Islander students, 2.41 percent two or more races, and .46 percent Native American students. The socioeconomic status of our students is varied, with 75.69% eligible for free or reduced-price lunch.  2.74 percent of students are coded "Homeless" and fall within various categories. Students coded homeless may live in doubled-up homes with another family, in shelters, unsheltered (i.e., living in a vehicle), or in substandard housing. Additionally, 16.57% of GPISD students receive special education services or are served by 504 plans, and 36.35% are English language learners (ELL).  For the 23-24 school year, 6.96% of students are identified as gifted and talented and receiving services aligned with their needs.   Currently, 283 students are in at least one dual credit course and 750 students are in a dual enrollment/OnRamps course.  1,472 students completed at least one AP course in the 22-23 school year.

In the 22-23 school year, 13,894 discipline referrals were given across the district: 1,024 at the elementary school level, 4,100 at the middle school level, and 8,770 at the high school level.  The top three incidents for 22-23 were tardies, skipping class, and insubordination.  A total of 687 alternative school placements occurred in the 22-23 school year; 29 at the elementary school level; 317 at the middle school level, and 341 at the high school level.  The most common reason for alternative school placement involved controlled substances. SGPHS, GPHS, and Jackson MS had the highest number of alternative school placements

According to the most recent Texas Academic Performance Report (TAPR, 2021-2022), the mobility rate within the district is 13.2% and our graduation rate is 93.2 with a drop out rate of 6.8%.  The 22-23 attendance rate overall for GPISD stands at 92.5%.  Early education and high school attendance rates fall below the district average (around 90%).  Enrollment has steadily declined in GPISD over the last five years from 29,266 students in 2019 to 26,560 in 2023.  Declining enrollment is most evident in the elementary-aged population.   Increased availability of charter schools have contributed to this decline.

In terms of teacher retention, our district had a 22.1% teacher turnover rate (according to most recent 2022 TAPR report). This rate exceeds the state average for the same time period, 17.7%, and is influenced by the Covid pandemic retirees and resignations. Approximately 40% of staff are 0-5 years experience.   The average years of teaching experience among our educators is 9 years, with 27% of our teaching staff holding advanced degrees.  Administrator, teacher and staff positions are based on SBOE criteria for certifications.  The average experience level of our district principals exceed that of the state.  Salaries for professional staff are slightly above the state average (Source 21-22 TAPR Report).  Recruitment and retention efforts will be improved with more effective training  and support efforts.  GPISD is utilizing content

facilitators, strategists and iCoaches to assist teachers at the campus and classroom level to apply training components from content to classroom management.

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Sources of Data: 21-22 TAPR report (most recent report available at the time of CNA); Past and current PEIMS data; past and current departmental data

**Demographics Strengths**

- Diverse population
- 1,851 students identified as gifted and talented
- 22-23 Advanced Placement Recognitions:
  - 156 Total Awardees
  - 106 AP Scholars
  - 26 AP Scholars with Honors
  - 24 AP Scholars with Distinction
- 22-23 National Merit Semi-Finalist
- 4-year graduation rate over the Region 10 average
- North Texas and the Grand Prairie area have strong, growing economies.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The district's total student enrollment has significantly declined over the past five years, impacting both funding and resource allocation. **Root Cause:** The declining student enrollment can be attributed to demographic shifts in the local community, including increasing number of charter school within the district and an increase in families moving to neighboring districts due to housing affordability and availability.

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

**Problem Statement 3:** Teacher retention and percentage of staff with 0-5 years of experience are lower than the state average. **Root Cause:** There is a need to improve teacher retention and a need for more effective supports for beginning of career teachers.

**Problem Statement 4:** Enhanced communication for families about services provided by the district and campuses. **Root Cause:** A community of diverse learners also includes families and students who speak more languages.

# Student Learning

**Student Learning Summary**

**2023 State Achievement Summary**

The STAAR exam, which stands for the State of Texas Assessments of Academic Readiness, is a series of standardized tests used in the state of Texas to assess the academic achievement of public school students from grades 3 through 12. These exams are an integral part of the Texas education system and play a significant role in measuring student performance, evaluating school accountability, and informing educational policies. GPISD results for 2023 in each subject area can be found below.

**Reading Language Arts Performance- All grade levels and EOC exams**

|  | GPISD Approaches | State Approaches | GPISD Met | State Met | GPISD Masters | State Masters |
|---|---|---|---|---|---|---|
| **2022** | 67 | 74 | 44 | 52 | 19 | 25 |
| **2023** | 73 | 78 | 49 | 55 | 16 | 21 |

Approaches grade level: The district saw a 6 percentage point difference that represents a 9% gain in student performance. The state saw a 4 percentage point difference representing a 5% gain.

Meets grade level: The district saw a 5 percentage point difference that represents an 11% gain in student performance. The state saw a 3 percentage point difference representing a 6% gain.

Masters grade level: The district saw a 3 percentage point difference that represents a 16% loss in student performance. The state saw a 4 percentage point difference representing a 16% gain.

The chart shows our GPISD progress from last year to this year in relation to the state. At each level we closed our gap with the state slightly. At approaches grade level and meets grade level, we closed the gap by two points. At masters grade level, we closed the gap by 1 point.

**Math- All grade levels and EOC exams**

|  | GPISD Approaches | State Approaches | GPISD Met | State Met | GPISD Masters | State Masters |
|---|---|---|---|---|---|---|
| 2022 | 65 | 70 | 34 | 40 | 16 | 20 |
| 2023 | 68 | 74 | 44 | 44 | 15 | 19 |

Approaches grade level: The district saw a 3 percentage point difference that represents a 5% gain in student performance. The state saw a 4 percentage point difference representing a 6% gain.

Meets grade level: The district saw a 10 percentage point difference that represents an 18% gain in student performance. The state saw a 4 percentage point difference representing a 10% gain.

Masters grade level: The district saw a 1 percentage point difference that represents a 6% loss in student performance. The state saw a 1 percentage point difference representing a 5% gain.

The chart shows our GPISD progress from last year to this year in relation to the state. At approaches grade level we lost one point of ground relative to the state. However, at meets grade level we closed the gap with the state and maintained the same pace as the state at masters grade level.

### Science- All grade levels and EOC exams

|  | GPISD Approaches | State Approaches | GPISD Met | State Met | GPISD Masters | State Masters |
|---|---|---|---|---|---|---|
| 2022 | 68 | 74 | 38 | 46 | 15 | 21 |
| 2023 | 69 | 76 | 37 | 47 | 11 | 18 |

Approaches grade level: The district saw a 1 percentage point difference that represents a 1% gain in student performance. The state saw a 2 percentage point difference representing a 3% gain.

Meets grade level: The district saw a 1 percentage point difference that represents an 3% gain in student performance. The state saw a 1 percentage point difference representing a 2% gain.

Masters grade level: The district saw a 4 percentage point difference that represents a 27% loss in student performance. The state saw a 3 percentage point difference representing a 14% gain.

The chart shows our GPISD progress from last year to this year in relation to the state. At each performance level, we lost a little ground relative to the state, but we will focus on closing that gap in the 23-24 school year.

### Social Studies- All grade levels and EOC exams

|  | GPISD Approaches | State Approaches | GPISD Met | State Met | GPISD Masters | State Masters |
|---|---|---|---|---|---|---|
| 2022 | 62 | 73 | 35 | 49 | 19 | 30 |
| 2023 | 71 | 77 | 45 | 51 | 23 | 27 |

Approaches grade level: The district saw a 9 percentage point difference that represents a 15% gain in student performance. The state saw a 4 percentage point difference representing a 2% gain.

Meets grade level: The district saw a 10 percentage point difference that represents an 29% gain in student performance. The state saw a 2 percentage point difference representing a 4% gain.

Masters grade level: The district saw a 4 percentage point difference that represents a 21% gain in student performance. The state saw a 3 percentage point difference representing a 10% gain.

This slide reports the performance for social studies for all grade levels and EOC exams. At each performance level, we closed the gap with the state. At masters grade level performance, we saw gains while the state saw drops in performance.

**2020-2023 College, Career, and Military Readiness (CCMR) Performance**

The state of Texas measures CCMR performance in multiple ways designed to indicate a student's readiness for life beyond high school. The table below shows the percentage of graduating students meeting state criteria in each area for the last four years.

| Percentages of Graduating Class Meeting Criteria | District | | | |
|---|---|---|---|---|
| Year | Class of 2020 | Class of 2021 | Class of 2022 | Class of 2023 |
| Met TSIA ELA | 20 | 17 | 6 | 7 |
| Met ACT ELA | 4 | 1 | 1 | 2 |
| Met SAT ELA | 46 | 32 | 3 | 29 |
| Met ELA College Prep | 1 | 0 | 15 | 54 |
| Total ELA TSI Criteria Met | 50 | 40 | 46 | 72 |
| Met TSIA Math | 12 | 11 | 6 | 5 |
| Met ACT Math | 3 | 1 | 1 | 2 |
| Met SAT Math | 25 | 19 | 15 | 14 |
| Met Math College Prep | 5 | 11 | 14 | 51 |
| Total Math TSI Criteria Met | 36 | 36 | 33 | 64 |

| Percentages of Graduating Class Meeting Criteria | District | | | |
|---|---|---|---|---|
| Total ELA and Math TSI Criteria Met | 30 | 24 | 27 | 58 |
| Dual Credit | 31 | 27 | 19 | 16 |
| AP/IB (3 or higher on one exam) | 16 | 16 | 15 | 13 |
| Associates Degree | 4 | 4 | 4 | 4 |
| OnRamps College Credit (Any) | 16 | 13 | 13 | 10 |
| Industry-Based Certifications (IBC) | 6 | 7 | 7 | 4 |
| IEP Workforce Readiness | 1 | 1 | 1 | 1 |
| Armed Forces or TX National Guard | | | | * |
| SPED Advanced Diploma Plan | 5 | 5 | 5 | 5 |
| LVL I or II Certificate | 0 | 0 | 0 | 0 |
| CCMR Graduate | 55 | 51 | estimating 53 | estimating 76 |
| CCMR Graduate Scaled | No Scale Due to Covid<br><br>No Rating from TEA | TEA Scaled Score<br><br>78 | TEA Scale TBD | TEA Scale TBD |

*Information will be available Spring 2024

**2023 State TELPAS Performance Summary**

TELPAS measures the progress that ELLs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency assessments for ELLs in grades K–12 in the language domains of listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, and advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the TEKS curriculum

For the 22-23 school year, a total of 8,954 EL students were administered the TELPAS. The results are found in the table below.

Percentage of Students at Each Performance Level (All District, All Students)

|  | Listening | Speaking | Reading | Writing | Composite |
|---|---|---|---|---|---|
| **Beginning** | 11 | 21 | 34 | 26 | 13 |
| **Intermediate** | 24 | 29 | 41 | 37 | 45 |
| **Advanced** | 34 | 23 | 21 | 30 | 33 |
| **Advanced High** | 31 | 26 | 2 | 7 | 9 |

**Student Learning Strengths**

- Met/exceeded district growth goal of 3% in ELA performance (2022 to 2023)
- Met/exceeded district growth goal of 3% in Math performance (2022 to 2023)
- Met/exceeded district growth goal of 3% in Social Studies performance (2022 to 2023)
- Estimated 22% increase in College, Career, and Military Readiness rates (2022 to 2023)

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Gains need to be made in science achievement. **Root Cause:** Students struggle to transfer math skills into scientific context.

**Problem Statement 2:** Many students are not meeting college level readiness on SAT or ACT. **Root Cause:** Teachers have less awareness of the content and style of national tests than state assessments of mastery. Students less familiar with the test format.

**Problem Statement 3:** The performance of our English language learner population falls below the performance of our other student populations. **Root Cause:** Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

# District Processes & Programs

**District Processes & Programs Summary**

**District of Innovation**

Schools of Choice are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. Over the last several years, based on an outpouring of support from the community and staff, GPISD has successfully transitioned into a fully open-enrollment district, offering numerous Schools and Programs of Choice throughout the district.

The Grand Prairie Independent School District (GPISD) offers a variety of unique educational experiences through its **Elementary Schools of Choice**, catering to different interests and needs:

- **Early Childhood Focus:** Bonham and Crockett Early Education Schools offer a Pre-K program.
- **Fine Arts:** Bowie, Garner, Rayburn, and Whitt Fine Arts Academies provide Pre-K to 5th-grade students with opportunities to explore and excel in the arts.
- **Leadership:** Global Leadership Academy at Barbara Bush Elementary and Marshall Leadership Academy focus on leadership development for students in grades Pre-K to 5.
- **Montessori Education:** Dickinson Montessori Academy offers a Pre-K to 5th-grade Montessori program.
- **Environmental Science:** Austin Environmental Science Academy, David Daniels Academy of Science and Math, Ellen Ochoa STEM Academy at Ben Milam Elementary, and Lorenzo de Zavala Environmental Science Academy emphasize science and environmental education for students in Pre-K to 5th grade.

The Grand Prairie Independent School District offers **Elementary/Middle Schools of Choice**, providing non-traditional learning opportunities:

- **College and Career Preparation:** Sallye Moore College and Career Preparatory serves students from Pre-K to 8th grade, focusing on college and career readiness.
- **Collegiate Program:** The School for Highly Gifted is available for students in grades 1-8.
- **World Language Focus:** Travis World Language Academy emphasizes language education and serves students from Pre-K to 8th grade.

The Grand Prairie Independent School District offers **Secondary Schools of Choice**, providing unique educational opportunities for students seeking non-traditional learning experiences. These schools are grouped into various pathways:

**Career and Technical Education (CTE):**

- Digital Arts & Technology Academy at Adams Middle School (Grades 6-8)
- Dubiski Career High School (Grades 9-12)
- Young Women's Leadership Academy at Arnold (Grades 6-12)

**Collegiate**:  Grand Prairie Collegiate Institute (Grades 6-12)

**Fine Arts:**  Grand Prairie Fine Arts Academy (Grades 6-12)

**Leadership:**

- Young Men's Leadership Academy at John F. Kennedy Middle School (Grades 6-8)
- Young Women's Leadership Academy at Arnold (Grades 6-12)
- STEM (Science, Technology, Engineering, and Mathematics)
- Digital Arts & Technology Academy at Adams Middle School (Grades 6-8)
- Grand Prairie Collegiate Institute (Grades 6-12)
- Young Women's Leadership Academy at Arnold (Grades 6-8)

These schools provide specialized pathways for students seeking unique educational experiences, and they may serve various grade levels within their respective programs.

Additionally, traditional schools in the district also offer a range of programs of choice.

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**CTE Programming**

Grand Prairie ISD's Career and Technical Education program is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership, and service. The Grand Prairie CTE program is designed to equip students for the world outside GPISD and is aligned with the workforce needs of the Dallas/Fort Worth area. CTE students are provided a unique opportunity to explore various CTE pathways and prepare them for the workforce.

Students participating in CTE pathways can:

- Earn Industry-Standard Certifications

- Take advantage of paid/unpaid internships with community partners

- Network with professional in their field

- Learn on state-of-the-art equipment

**District Processes & Programs Strengths**

- Diverse educational opportunities
- District of Innovation
- Open-Enrollment district
- Specialized Pathways
- Special Education Services
- Technology Integration
- Data-Driven Decision-Making
- Innovative Teaching Methods
- Dual credit, dual enrollment, and AP course offerings
- Top Tier Fine Arts Program
- Multiple Blue Ribbon Campuses

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students and staff. **Root Cause:** There is a significant increase in social-emotional challenges in both staff and students.

# Perceptions

**Perceptions Summary**

**PARENT ENGAGEMENT SURVEY**

The End of Year Family Engagement Parent Survey was conducted in May 2023 and involved sending out the survey to all GPISD (Grand Prairie Independent School District) families via email. The survey was available for a duration of two weeks and encompassed a combination of six Likert scale questions and three open-ended questions.District-wide results were based on a total of 1,781 responses. Here are some key findings from the survey:

- **Feeling Welcomed:** Approximately 67% of respondents reported feeling "very welcomed" at their child's school, indicating a positive perception of their child's school environment.
- **Safety Measures:** About 58% of respondents felt that the safety measures implemented at their child's school were "very effective," suggesting confidence in the school's security measures.
- **Overall Experience:** A majority, 57%, reported having a "very positive" experience as a GPISD parent/guardian, reflecting overall satisfaction.
- **Communication:** Approximately 61% of respondents felt that their child's school communicated "very well" regarding events and activities, indicating effective communication practices.
- **Contacting Teachers:** 72% of respondents expressed being "very likely" to contact their child's teacher regarding academic needs or other supports, emphasizing strong parent-teacher communication.
- **Awareness of Workshops:** A significant 82% of respondents were aware that GPISD provides both campus and district parent workshops, indicating good awareness of available resources.

However, when examining campus-specific data, it was revealed that less than 50% of parents felt "very welcomed" at five campuses indicating opportunities for improvement in creating a welcoming atmosphere at all schools within GPISD. Grand Prairie ISD staff and administrators work closely with our campus Parent Liaisons and Social Workers who serve as advocates for parents and students to facilitate meaningful parental involvement with our schools, help to enhance the learning ability of children, and help parents identify and secure valuable community and educational resources.  Parental involvement through the Campus Improvement Committee (CIC) also allows parents the opportunity to have input on campus strategies and offer solutions to help meet the needs of our community.  Each campus's CIC operates throughout the year in an advisory capacity to help impact the culture and climate of our school community.

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**PANORAMA STUDENT SCHOOL CLIMATE/SEL SCREENER SURVEY**

Students in GPISD take a Panorama survey that measures the students' perception of a sense of connection and belonging and the strengths they report in self-efficacy, self-management, growth mindset, and social awareness. In the Fall of 2023, students districtwide report having low strengths in self-efficacy  Self-efficacy measures the ability to

persevere and overcome challenges and the students' belief that the student has the capacity to meet challenges.

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**2020-2021 EQUITY AND INCLUSION DIAGNOSTIC SURVEY**

**Provide resources and support to empower teachers to address equity issues in their classroom**. Teachers indicate a need for professional development and time to collaborate on strategies for equitable instruction. Providing this support will help to address other deficits identified in the survey, such as normalizing open discussions of equity-related topics in the classroom and incorporating these topics into lessons, ensuring students of all backgrounds feel supported and cared for on a personal level, and adapting lessons for students of all backgrounds.

**Facilitate the development of an equity mindset among students.** Ensuring student exposure to these topics in a structured academic environment will help students further understand diversity and make them feel more confident when discussing these issues, interacting with peers, or dealing with challenging social situations.

**Ensure students and staff members from all gender identities feel supported by their schools and the district.** Most respondents have positive attitudes about school and district support for students, families, and staff members from various groups, but they are notably less positive when it comes to support for individuals from all different gender identities or expressions. Moreover, respondents who identify as a gender other than male or female are much less positive about support for people from diverse gender identities and express far fewer positive opinions throughout the survey on a range of topics including feeling safe at school.

**Address perceived disparities in resources and diversity within the district.** Less than half of those surveyed feel that student diversity, staff diversity, and resources are equal across district schools. While not all respondents prioritize that district staff reflect the diversity of the student body, this is more of a priority among respondents of color. Overall survey results indicate that the district is better at hiring diverse teachers than retaining them, so the district should prioritize addressing issues of importance to staff members from diverse backgrounds.

**Key Findings: Overall Perceptions and Priorities**

**Most respondents agree that GPISD schools support individuals from diverse backgrounds.** However, fewer respondents agree that this support extends to individuals with *different gender identities or expressions*. Sixty-six percent (66%) agree that schools support these individuals compared to 74-83% for everything else *including disabilities, race, ethnicities, and cultures*.

- Agreement about support for different categories of individuals is generally *higher among respondents who identify as white only* where significant differences exist, including support for different *cultures* (83% 90%), *races, ethnicities, skin colors* (82% v. 91%), and *socioeconomic backgrounds* (79% v. 88%).
- Respondents who identify as a *gender other than male or female* report *far fewer positive opinions* throughout the survey on a range of topics including overall perceptions and priorities, school/academic environment, instructional practices, and the social environment. Forty-four percent (44%) feel the district supports individuals from all different *gender identities or expressions*.

**Parents and staff want the district to prioritize *ensuring a welcoming and safe environment for students from diverse backgrounds*.** When asked to rate district priorities for supporting students from diverse backgrounds, 82% rate this as either an essential or high priority. Second-tier priorities include *promoting access to all courses* (78%) and *ensuring high-quality resources are available for students from diverse backgrounds* (76%).

- Although 60% of respondents overall want to prioritize *ensuring the staff reflect the diversity of the student body*, 67% of *non-white or multiracial staff and parents* consider this a priority compared to 59% of those who identify as white

Sample Item: Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. *Overall, [my school supports/my child's school supports/district schools support] [students/families/ staff] from all different...* **(% "Agree" or "Strongly Agree")**

**Key Findings: Academics and Instruction**

**Most respondents find the academic environment at GPISD positive and supportive.** 82% indicate that *students feel welcome at school*. 70-74% indicate they are *proud of*, *like*, and *feel like they are part of their schools*. Relatedly, 81% think *teachers can help all students succeed* and 70% agree that *teachers adapt lessons to suit different learning styles*.

- Respondents who *identify as white only* are more likely to indicate *teachers adapt lessons to suit different learning styles* (77% 67%).

**Classroom lessons and discussions do not typically focus on equity-related topics.** While most respondents indicate students often *talk with peers from other backgrounds* (57%), 41-45% report they often *learn about people*, *think about events*, *help or get help from students*, or *work on projects with students from diverse backgrounds*. Moreover, students do not often have opportunities in the classroom to discuss topics such as *diversity* (30%), *race-related topics* (24%), and *social action* (23%); 16% report often or very often discussing *implicit biases*.

- Respondents who *identify as white only* are more likely to indicate they or students often *talk with students from different backgrounds* (66% 56%) and *learn about people from different backgrounds* (54% v. 42%).

**Teachers are not perceived to directly address equity-related topics in the classroom.** Respondents indicate they *use instructional materials that reflect different views* (71%) but fewer agree that teachers *encourage them to speak out against discrimination and racism* (58%), *have meaningful discussions with students about diversity* (55%), or *empower them to fight for social justice* (44%).

- Respondents who *identify as white only* are more likely to report that teachers *encourage them to speak out against discrimination and racism* (70% v. 56%), *have meaningful discussions with students about diversity* (67% v. 54%), or *empower them to fight for social justice* (53% 43%).

**Respondents – particularly students – see diversity in their teachers but indicate diverse staff *retention* could improve.** Ninety-three percent (93%) of students agree that their *teachers come from many different backgrounds*, and 79% of respondents agree that schools *hire teachers from diverse backgrounds*. Meanwhile, 69% believe they *retain diverse teachers*.

Sample Item: Please say how much you agree or disagree with the following statements about classroom support. *[My teachers/My child's teachers/Teachers at my school/District teachers]...* **(% "Agree" or "Strongly Agree")**

**Key Findings: Student Support and Safety**

**Perceptions on equal access are generally positive, but resources may not be equally distributed across the district.** At least three-quarters of respondents agree that *students have access to all classes* (85%), *co-curricular activities* (81%), and *extra-curricular activities* (76%). However, fewer agree that *students have access to effective college and career supports to meet their goals* (68%). Staff report fewer positive perceptions of diversity and resource distributions across GPISD schools, with approximately half or fewer agreeing that *staff diversity*, *student diversity*, and *resources are equal*.

- Agreement about *access to all classes* is notably *lower among respondents receiving special education services* (61%) compared to those who did not select SPED (84%).
- Agreement about *effective college and career support* is *higher among respondents who select a race other than white or are multiracial* (71%) compared to those who select white only (59%).

**Respondents are more likely to agree that students of all backgrounds are cared about, respected, and treated fairly by the *adults* at their school than by *other students*.** Fewer agree that adults at their school *understand students' backgrounds and experiences*. Sixty-eight percent (68%) of parents and staff members agree with this statement, and 60% of students feel that adults *understand their backgrounds and cultures*. Similarly, 45% of students think adults *understand them and their experiences*.

- Agreement with statements about adults is sometimes *lower among non-white or multiracial respondents*; for example, they are less likely to agree that *adults care about and support students beyond schoolwork* (75% v. 84%), *care about students of all backgrounds* (81% v. 87%), *treat students from all backgrounds fairly* (78% v. 83%), or *understand students' experiences and backgrounds* (68% 74%).

Sample Item: Please say how much you agree or disagree with the following statements about student-staff relationships. *Adults at [my school/my child's school/district schools]...* **(% "Agree" or "Strongly Agree")**

**Key Findings: Staff and Family**

**Staff are more likely to perceive their school as treating staff from diverse backgrounds with respect (85%) than the district (72%).** Two-thirds or more of staff also agree that schools communicate high expectations for all teachers (85%), help teachers assist struggling students (71%), and support culturally sustaining practices (69%).

**However, staff responses also suggest that schools should focus on offering more equity related professional learning opportunities**, as slightly more than half (54%) agree that schools provide enough of this. They would also like schools to use more asset-based language, provide more time for staff to collaborate on equitable instruction, and work more on reducing the impact of implicit biases and discrimination on decision-making.

**Parents and staff express positive perceptions of schools' family engagement and outreach efforts**, with at least 80% agreement that schools provide translation services when needed (89%), encourage parents to support students' schoolwork at home (86%), and work with families to help students succeed (82%), among other things. Parents also report feeling comfortable approaching school staff (83%) and find them friendly and responsive (80%). 67% of parents and 44% of staff members are

satisfied with the level of parental involvement at their schools.

- Non-white or multiracial parents report feeling more comfortable approaching school personnel (87% v. 80%) and are more satisfied with parental involvement overall (60% v. 54%).

Sample Item: Please say how much you agree or disagree with the following statements. [My school/District schools]… (% Agree" or Strongly Agree")

**Perceptions Strengths**

- Majority of families feel very comfortable reaching out to teachers for support.
- Majority of families report that they feel welcomed at their child's school.
- GPISD students are in the top quintile in having a growth mindset.
- High awareness of parent workshop opportunities.
- Staff members generally feel respected and valued in their schools, fostering a positive and inclusive work culture.
- Schools have successfully established strong communication and engagement with parents, providing essential support for students' academic success.
- The school district communicates high expectations for all teachers, motiving them to excel in their roles and contribute positively to student learning outcomes.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** GPISD students are low in self-efficacy.   **Root Cause:** The pandemic learning loss has set students behind, and students do not feel confident in navigating challenges. Students are less likely to reach out for help and try to solve their own problems confidently as a result of the isolation and lack of freedom of choice during the lockdown period.

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

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

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: September 14, 2023

**Goal 1:** By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA.   Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 1:** Increase the academic achievement for all students as measured by district and state assessment performance and growth.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Data Sources, TEA Accountability Ratings

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** GPISD provides extended and supplemental services to students in need including homeless students via Title I services and community efforts to provide a variety of services that may include: psychotherapy free of charge, uniforms and clothing, special provisions for electives (fine arts, ballet, etc.) hygiene items, school supplies and transportation of the School of Origin for homeless youth. | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increased completion and graduation rates. Services provided to students in need and their families. **Staff Responsible for Monitoring:** GPISD central staff, campus administrators, Counseling Services staff, Homeless Liaison. | | 40% | 60% | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Train campus counselors to implement Xello to gauge student talents and gifts and potential career interests beginning in grade 3. | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Goal Setting for students and  individualized graduation plans are created for students based on pathway or program of choice. **Staff Responsible for Monitoring:** Counseling Services Staff  and Teachers | | 40% | 60% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Implement Progress Monitoring strategies via Data Review Process. A norm-referenced assessment measuring achievement and growth is administered at the beginning, middle, and end of year to provide teachers with actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. Additionally, for each 9 week instructional period, student assessments/quizzes are administered. This data is reviewed to guide instructional adjustments/interventions in the classroom. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 35% | 60% | | |

**Strategy's Expected Result/Impact:** Increased student achievement and academic growth for each student. Closing educational performance gaps.

**Staff Responsible for Monitoring:** District Assessment Team
Campus Leadership

**Results Driven Accountability - Equity Plan**

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Grand Prairie ISD implements instructional principles for literacy that are grounded in the Science of Reading and are used daily in service of supporting all students in becoming skilled readers and writers. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 40% | 60% | | |

Those principles include:
- Foundational Skills: Students in Grades K-3 will be taught Foundational Skills through an explicit and systematic approach, including print concepts, phonological awareness, phonics/word recognition, fluency, and encoding/writing. Teachers will provide students with the skill-aligned practice that is both in and out of context. Students in Grades 4-5 will continue this work through purposeful vocabulary development and differentiated supports to become fluent readers and writers.
- Text Complexity: Students will engage with grade-level texts that are appropriately complex, rigorous, and culturally relevant. Complex texts are those that provide students with worthy opportunities to work with new language, knowledge, and ways of thinking. They are worth the time spent reading, writing, talking, and thinking about.
- Knowledge Coherence: Content matters! Background knowledge is essential for success as learners and critical thinkers, and it plays a critical role in reading comprehension. Students will be given multiple opportunities to learn the context and background knowledge to support their meaningful understanding of the text they are reading.
- Text-Based Responses: Writing about what you read and speaking about what you heard strengthens comprehension. Students will receive explicit writing instruction embedded within the curriculum and grounded in their learning content. By grounding discussion in the text, all students can engage and actively participate. Students are consistently given feedback on their writing by their peers and teachers.

**Strategy's Expected Result/Impact:** Improved Literacy and Reading levels of students.

**Staff Responsible for Monitoring:** Teaching and Learning, Teachers and campus administrators and iCoaches

**Results Driven Accountability - Equity Plan**

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** GPISD implements researched-based instructional mathematical strategies that are based on National Council of Teaching Mathematics practices and are used daily in service of supporting all students in becoming skilled mathematicians and problem solvers.<br><br>Those practices include:<br>- Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.<br>- Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.<br>- Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.<br>- Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.<br>- Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.<br>- Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.<br>- Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.<br>- Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 60% | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** The comprehensive campus review process guides principals through data analysis, collaboration with campus leadership teams,  and collaboration with other campus leaders. The result is that campuses create an action plan with specific indicators, measures and actions that address identified areas of need.<br><br>Campus action plans are shared with district support teams, which allows them to provide targeted supports and follow-up interventions to each campus.<br>**Strategy's Expected Result/Impact:** Increased student achievement<br>**Staff Responsible for Monitoring:** District School Leadership Team<br>Campus Administration | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 35% | 65% | | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ❌ Discontinue

**Goal 1:** By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA.   Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

**HB3 Goal**

**Evaluation Data Sources:** Enrollment data, GPISD assessment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide high quality early learning for ages 0-3 through the Early Head Start Program.  EHS is a federally funded, full day, and year-round early care and education program for students that qualify students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Being pre-kindergarten/ Kindergarten ready is crucial and EHS provides a strong foundation for readiness skills, future learning, behavior and health. The program is expected to provide early, continuous, intensive, and comprehensive child development and family support services that enhance the physical, social emotional, and intellectual development of participating children at two EHS Centers, Crosswinds HS and Daniels Elementary.  **Staff Responsible for Monitoring:** GPISD staff and SER-National staff, EHS caregivers, and campus staff | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Support and expand high-quality early education programs at all GPISD elementary campuses in addition to maintaining Crockett and Bonham Early Education Campuses. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Expanded services for preschool students. Improved reading levels and literacy. Completed Region 10 training.  **Staff Responsible for Monitoring:** Combined administrative staffs of both campuses. CIC groups. Region 10 ESC advisors. | 40% | 95% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** GPISD is planning to implement an early literacy curriculum and develop assessments to track the progress of the updated PreK3-4 guidelines. The aim is to enable district leaders, teachers, and campuses to enhance student outcomes and readiness for Kindergarten. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Domain 3 Emergent Literacy; Reading PK4.III.C.1 90% of students will recognize at least 20 letters (upper and lowercase). **Staff Responsible for Monitoring:** District Elem. RLA Facilitator Area Superintendents, Principals Lead Teachers, Campus principals | 40% | 60% | | |

0% No Progress          100% Accomplished          Continue/Modify          ✗ Discontinue

**Goal 1:** By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, FAFSA/TASFA percentages, Programs of Study completion. Licenses and Certifications.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implementation of College, Career, and Military fairs and activities for all grade levels. Elementary-Presentations from 5th graders on colleges/careers and usage of the Xello college and career online platform Secondary-District-wide College, Career and Military Fair and supporting the usage of the Xello college and career online platform. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increased enrollment in colleges, increased college graduations, increase Xello usage, increase military enlistment, and more internships for careers with job offers upon graduation. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counseling Services staff,  Communications department staff, and JROTC staff. **Results Driven Accountability - Equity Plan** | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** College Readiness Assessment Preparation: Provide campuses with training and materials for TSI/SAT/ACT preparation for all high school students. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Improved average TSI/SAT/ACT scores for each campus and the district. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Counseling Services Staff,  and the College Readiness department. **Results Driven Accountability** | 40% | 60% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Recruit, train, and support professors and teachers for dual credit and dual enrollment courses. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase attainment of college credit in dual credit and dual enrollment courses<br>**Staff Responsible for Monitoring:** College Readiness Team | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 60% | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** GPISD CTE will increase student attainment of CCMR recognized Industry Based Certifications (as compared to 22-23 Industry Based Certification attainment rates) by securing IBC testing commitments and actively monitoring to ensure teachers are administering IBC's according to their plan. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased attainment rate for IBCs<br>**Staff Responsible for Monitoring:** GPISD CTE Department | 40% | 50% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 1:** By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA.   Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

**HB3 Goal**

**Evaluation Data Sources:** Tutoring records, prescriptive interventions documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize multiple quantitative and qualitative measures to identify and support the academic learning of K-12 gifted and advanced scholars, using College, Career, and Military Readiness (CCMR) and Measures of Academic Progress (MAP) to mark success of program | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increased identification of Gifted and Talented students. Increased growth for GT students. <br>    **Staff Responsible for Monitoring:** Reading Interventionists, GT/Advanced Academics Specialists, classroom teachers, administrators. | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement coaching and collaboration model by Advanced Academics Specialists and Teaching and Learning teams to empower campus staff to differentiate and scaffold instruction to increase academic growth of gifted and advanced scholars | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increased quality of gifted education in general education classroom <br>    **Staff Responsible for Monitoring:** GPISD Advanced Academic Department | 40% | 60% | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Provide campuses with supplemental prescriptive services and products to address individual student needs for At-risk students and student identified in System Safeguard reports such as SPED, ELL, Migrant and student groups noted as in need of improvement. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Purchase of programs needed to facilitate student achievement. Student progress in Reading and Math. Provide additional services to students based on needs (Migrant, homeless, SPED, ELL). **Staff Responsible for Monitoring:** Teaching and Learning central staff in partnership with Campus Lead Teachers and iCoaches. | | 40% | 60% | | |
| | 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ❌ Discontinue | |

**Goal 1:** By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA.   Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 5:** Provide additional academic and social emotional initiatives and support for grades 6 & 9.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** State and Local Assessment data and Counseling Reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Support and require campuses to offer incoming 6th and 9th grade students an orientation to support their transition along with targeted guidance support on campus. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased growth in academic performance and an Increase Counseling visits/ sessions.<br>**Staff Responsible for Monitoring:** GPISD Student Support Services<br>Campus Administrators and Counselors | 40% | 60% | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0% No Progress | | 100% Accomplished | | → Continue/Modify | | ✗ Discontinue | |

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations.  (TEA Strategic Priority 1)

**Performance Objective 1:** Continue to support the district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

> **HB3 Goal**

> **Evaluation Data Sources:** Classroom walkthrough data, teacher evaluation system data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize Professional Learning Communities (PLCs) to plan and internalize lessons using high quality instructional materials (HQIM) that focus on learning for all students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Structured support  for instructional planning and implementation of the strategies. PLC's and district panning days. **Staff Responsible for Monitoring:** Content Facilitators and Strategists, iCoaches, Campus Administrators and Teachers **Results Driven Accountability** | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Data analysis of reading and math assessments to identify Title I school-wide campuses with the greatest need for expanded services. Development and implementation of extended services including but not limited to: common assessments, targeted professional development, campus training on assessment administration, continued training and support of science of teaching reading instructional practices, campus walk throughs, progress monitoring, and parent sessions. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased teacher performance and student achievement. **Staff Responsible for Monitoring:** Curriculum and Instruction: Reading and Math Facilitators, campus Strategists, Title I Program Manager  **- Results Driven Accountability** | 40% | 60% | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations.   (TEA Strategic Priority 1)

**Performance Objective 2:** Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** retention data, recruitment data, staff survey data

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create campus support/mentors to put procedures in place for:<br>1) recruitment/marketing,<br>2) Support, and coaching and<br>3) retention and building leadership capacity.<br>     **Strategy's Expected Result/Impact:** Decrease in Teacher Mobility<br>     **Staff Responsible for Monitoring:** Human Capitol, School Leadership, Professional Development and Teaching and Learning. | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | 40% | 60% | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Facilitate Grow Your Own (GYO) initiatives to develop students, current and prospective staff into certified teachers:<br><br>-University partnerships for residency and student teacher programs<br>-In-district programs to develop students, current and future staff into certified teachers<br>     **Strategy's Expected Result/Impact:** Increased teacher recruitment from GPISD community<br>     **Staff Responsible for Monitoring:** Human Capital | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | 40% | 75% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 2:** Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

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

**HB3 Goal**

**Evaluation Data Sources:** PLC feedback, lesson plans, student achievement data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** District-wide iPad Badges training for all staff. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased utilization of technology in the classroom. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus Principals and IMS | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Utilize quarterly data meetings to analyze interim and diagnostic screening data to develop classroom and interventions for struggling learners. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Closing the achievement gap between subgroups. Implementation of Intervention strategies. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus Administrators **Results Driven Accountability - Equity Plan** | 25% | 60% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 3:** By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

**Performance Objective 1:** Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** Numbers of parents/family/ community members served, in attendance.  Feedback forms.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Family engagement liaisons/specialists and Family Engagement Action Team (FEAT) will collaborate, communicate and support their campus administration in providing engaging, learning, and volunteering opportunities for all families.<br><br>Measurements:  Attendance numbers, Parent Survey results<br>　**Strategy's Expected Result/Impact:** Increase parent and family engagement with campuses<br>　**Staff Responsible for Monitoring:** Family and Community Engagement Department | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 60% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide technology-based online academies for families throughout the year.<br>　**Strategy's Expected Result/Impact:** Empowered family for supporting student technology<br><br>Documentation:  sign-in sheets, flyers/emails/social media announcements<br>**Staff Responsible for Monitoring:** Technology Department<br><br>Student Support Services Department<br><br>**Results Driven Accountability - Equity Plan**<br>**Funding Sources:** session expenses - 199 - General Fund - $2,000, home learning materials - 211 - Title 1 - $10,000 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 60% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide families with academic resources/training and supports for families throughout the year. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Empowered family for academic support | Nov | Jan | Mar | June |
| Documentation: digital newsletter content and analytics, flyers/emails/social media announcements<br>**Staff Responsible for Monitoring:** Teaching and Learning Department<br><br>Student Support Services Department | 40% | 60% | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

**Goal 4:** Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

**Performance Objective 1:** Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the needs assessment.

    **High Priority**

    **Evaluation Data Sources:** Campus inventory, purchase orders, usage data from technology and learning assessments.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Continued support and professional learning for one-to-one technology for all students to facilitate technology-based learning. | | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Increased technology usage<br>    **Staff Responsible for Monitoring:** Technology | | **Nov** | **Jan** | **Mar** | **June** |
| | | 40% | 50% | | |

| | | | | | |
|---|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | | |

**Goal 4:** Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

**Performance Objective 2:** GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

    **Evaluation Data Sources:** Classroom walk-throughs, teacher feedback, and technology and learning assessment.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Participate in Campus Performance Reviews and use the data shared to create technology-based lessons that will impact student achievement.<br>    **Strategy's Expected Result/Impact:** Increased technology usage and improved student achievement. Student equity.<br>    **Staff Responsible for Monitoring:** Technology Department and Campus administrators | | **Formative** | | | **Summative** |
| | | Nov | Jan | Mar | June |
| | | 35% | 50% | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Begin to create technology integrated lessons posted to a public website for teachers to use based on the nine-weeks by core content area.<br>    **Strategy's Expected Result/Impact:** Increased student engagement and achievement<br>    **Staff Responsible for Monitoring:** Technology Department | | **Formative** | | | **Summative** |
| | | Nov | Jan | Mar | June |
| | | 20% | 25% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 1:** GPISD will continue to ensure the safety and well-being of students, staff, and parents, and community members.

**High Priority**

**Evaluation Data Sources:** Incident reports, BOE report format.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Implement new Behavioral Threat Assessment strategies utilizing the Salem-Keizer threat assessment process. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Efficient and effective response to behavioral threats **Staff Responsible for Monitoring:** Security and Emergency Preparedness Department | | **Nov** | **Jan** | **Mar** | **June** |
| | | 40% | 75% | | |
| **Strategy 2 Details** | | **Reviews** | | | |
| **Strategy 2:** School Safety drills completed monthly for emergency preparedness. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safety and Preparedness **Staff Responsible for Monitoring:** Security and Emergency Preparedness Department | | **Nov** | **Jan** | **Mar** | **June** |
| | | 40% | 60% | | |
| **Strategy 3 Details** | | **Reviews** | | | |
| **Strategy 3:** Ensure a safe and disciplined campus environment through the use of armed and unarmed safety/security officers. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safe and disciplined campus environment **Staff Responsible for Monitoring:** Security and Emergency Preparedness Department | | **Nov** | **Jan** | **Mar** | **June** |
| | | 40% | 80% | | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 2:** Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

**Evaluation Data Sources:** Incident and Attendance reports.

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Training for school staff and administrators on Vector Solutions to prepare for a variety of situations. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safe Schools **Staff Responsible for Monitoring:** Professional Development Student Support Services | | **Nov** | **Jan** | **Mar** | **June** |
| | | 70% | 80% | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 3:** Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Counselors provide Trauma-Informed Practices and Restorative practices training to build strategies that enable teachers and staff to deescalate students and provide social and emotional services.  The special education department will provide Nonviolent Crisis Intervention and Positive Behavior Supports training. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Decreased behavior incidents<br>**Staff Responsible for Monitoring:** Student Support Services Department<br><br>Special Education Department | 40% | 75% | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✖ Discontinue | | | | |

**Goal 5:** Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

**Performance Objective 4:** Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Supervise the Implementation of the Comprehensive Counseling Program to provide services to infuse Social and Emotional skills and Bullying Prevention in classrooms (Be Kind and Start with Hello campaigns). <br> **Strategy's Expected Result/Impact:** Decrease in behavioral and discipline referrals <br> **Staff Responsible for Monitoring:** Executive Director of Social & Emotional Learning, Principals | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 100% | 100% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Dating Violence is not tolerated in GPISD (Student Code of Conduct) per Board Policy (FFH). Campuses are trained to use the Bullying Harassment & Dating Violence Report Flowchart that outlines procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. <br> **Strategy's Expected Result/Impact:** Decrease in behavioral and discipline referrals. Support students' overall wellbeing <br> **Staff Responsible for Monitoring:** Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | 75% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** District supports a trainer of trainer model by providing and training counselors with materials for Human Trafficking and Suicide Prevention. <br> **Strategy's Expected Result/Impact:** Campus training for Human Trafficking and Suicide Prevention <br> **Staff Responsible for Monitoring:** Student Support Services <br> Campus Counseling Services | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 95% | 100% | 100% | |

# State Compensatory

## Personnel for District Improvement Plan

| Name | Position | FTE |
|---|---|---|
| Adrian Franklin | Campus Social Worker | 1 |
| Alejandro Perez | Teacher | 1 |
| Alison Thornton | ELA Strategist | 1 |
| Allison Luebke | Campus Social Worker | 1 |
| Amber Bermudez | Teacher | 1 |
| Amy Ware | Campus Instructional Coach | 1 |
| Ana Gonzalez | College Advisor | 1 |
| Andrea Barber | ECHS Chancellor | 1 |
| Andrew Burr | Teacher | 1 |
| Andrew Burr | Teacher | 1 |
| Andrew Thomas | Teacher | 1 |
| Angela Small | Teacher | 1 |
| Annabel Reyna | Teacher | 1 |
| Antwanette Coleman | Teacher | 1 |
| Arnitrice Griffin | Campus Coordinator | 1 |
| Barry Foster | Assistant Principal | 1 |
| Bonni Pelton-Escobar | Campus Admin | 0.21 |
| Brandon Wilson | Campus Admin | 0.21 |
| Brandy Gifford | Campus Social Worker | 1 |
| Brenda Villegas | Teacher | 1 |
| Brian Loveland | Teacher | 1 |
| Callie Morgan | Teacher | 1 |
| Carmela Brown | Teacher | 1 |
| Carrie Hollingsworth | Teacher | 1 |
| Catherine Gokey | Math Strategist | 1 |
| Catherine Heishman | Teacher | 1 |

| Name | Position | FTE |
|---|---|---|
| Christian Cranfill | Math Strategist | 1 |
| Claudia Swanson | Campus Social Worker | 1 |
| Courtney Green | Teacher | 1 |
| Deianaeira Pilotte | Teacher | 1 |
| Demetrice Hodges | Teacher | 1 |
| Dolores Rodriguez | Teacher | 1 |
| Donna Kuhn | Teacher | 1 |
| Edgar Chavez Saldana | Translator | 0.3 |
| Edric Mitchell | Teacher | 1 |
| Elizabeth Hummert | Campus Social Worker | 1 |
| Elizabeth Quezada | Teacher | 1 |
| Emma Hughes | Teacher | 1 |
| Erica Hayes | ELA Strategist | 1 |
| Erin Pavy | Teacher | 1 |
| Fabiola Contreras | Campus Instructional Coach | 1 |
| Faviola Silva | Teacher | 1 |
| Francelia Hamilton | Teacher | 1 |
| Frances Solis | Teacher | 1 |
| Graciela Jensen | Teacher | 1 |
| Gwendolyn Larry | Campus Instructional Coach | 1 |
| Humaira Arif | Campus Aide | 1 |
| Jackie Ramirez | Teacher | 1 |
| Jaclyn Mitchell | Teacher | 1 |
| Jacob Servin | Teacher | 1 |
| Jacob Williams | Teacher | 1 |
| James Dalglish | Campus Admin | 0.21 |
| Janice Jaquish | Teacher | 1 |
| Jasmine Wells | Campus Aide | 1 |
| Jennifer Summers | Teacher | 1 |
| Jillian Brasfield | Teacher | 1 |
| Joanna Vidales | Campus Instructional Coach | 1 |

| Name | Position | FTE |
|---|---|---|
| Joanne Kenzig | Campus Nurse | 1 |
| Jonna Wacker | Teacher | 1 |
| Jordan Thomas | Teacher | 1 |
| Joshua King | Teacher | 1 |
| Julia Hawkins | Teacher | 1 |
| Julie Hunter | Teacher | 1 |
| Karen Hendricks | Campus Clerical | 1 |
| Karen Tesmer | Assistant Principal | 1 |
| Kasie Roden | Director of STEM | 1 |
| Kelly Pacanins | Campus Instructional Coach | 1 |
| Kenneth Greenwood | Teacher | 1 |
| Kimberly Haines | Teacher | 1 |
| Laura Patulea | Math Strategist | 1 |
| Laura Ramirez | Teacher | 1 |
| Laura Roelofs | Teacher | 1 |
| Lauren Moberly | Teacher | 1 |
| Leanne Gomez | Teacher | 1 |
| Lisa Webber | Teacher | 1 |
| Lolita Zachery | Teacher | 1 |
| Luann Rose | Teacher | 1 |
| Marcella Belt Hamilton | Teacher | 1 |
| Maria Lopez | Campus Clerical | 1 |
| Marna Linnabary | Dyslexia Coordinator | 1 |
| Mary Procell | Teacher | 1 |
| Mayra Reyes | Campus Clerical | 1 |
| Megan Hernandez | Campus Admin | 0.21 |
| Michael West | Teacher | 0.5 |
| Michelle Eral | Teacher | 1 |
| Mireya Usery | Campus Teen Parent | 1 |
| Natalie Jenkins | Teacher | 1 |
| Nieve Aldava | Campus Clerical | 1 |

| Name | Position | FTE |
|---|---|---|
| Nova Miranda | Campus Instructional Coach | 1 |
| Pricela Fernandez | Campus Social Worker | 1 |
| Priscilla Trim | Teacher | 1 |
| Quenton McDaniel | Campus Technician | 1 |
| Rachel Smith | Teacher | 1 |
| Randall Ashford | Teacher | 1 |
| Robert Weber | Math Strategist | 1 |
| Rochelle Grisafi | Math Strategist | 1 |
| Ryan Holroyd | Teacher | 1 |
| Samuel Corder | Teacher | 1 |
| Schavonda Burton-Johnson | Campus Counselor | 1 |
| Shannon Green | Assistant Principal | 1 |
| Shannon Storms | Teacher | 1 |
| Steven Shguit | Teacher | 1 |
| Sunnymol John | Teacher | 1 |
| Susan Lira | Teacher | 1 |
| Taelor Harris | Campus Admin | 0.21 |
| Tanya Howard | Teacher | 1 |
| Terry Cross | Teacher | 1 |
| Terry Greer | Campus Aide | 1 |
| Thongma Craig | Teacher | 1 |
| Tracy Bruce | Science Strategist | 1 |
| Tuyetmai Ngo | Teacher | 1 |
| Vanessa Urteaga | Teacher | 1 |
| Vassander Trimble | Teacher | 1 |
| Vicky Brumfield | Teacher | 1 |
| Wendy Hawzipta | Teacher | 1 |

# Plan Notes

# Academic Excellence Improvement Council

| Committee Role | Name | Position |
|---|---|---|
| District-level Professional | Traci Davis | Associate Superintendent of Academics, Innovation, and School Leadership |
| District-level Professional | Dana Jackson | Associate Superintendent of Student Support Services |
| District-level Professional | Linda Ellis | Superintendent |
| District-level Professional | Teri Wilson | Chief of Staff |
| Teacher | Lisa Wilson | Teacher |
| Teacher | Yasmin Cardenas | Interventionist |
| Teacher | Catherine Heishman | Teacher |
| Teacher | Christopher Byrum | Teacher |
| Counselor | Twila Read | Counselor |
| Administrator | Barry Baker | Campus Administrator |
| Teacher | Natalie McCray | Teacher |
| Teacher | Christy Cooper | Teacher |
| Teacher | Lenora Tygart | Teacher |
| Administrator | Candis Jones | Campus Administrator |
| Teacher | Michelle Ross | Teacher |
| Teacher | Janet Gallegos | Teacher |
| District-level Professional | Suzy Meyer | Executive Director of School Leadership |
| Business Representative | Julie Mitchell | Business Member |
| Business Representative | Ashley Schwartz | Business Member |
| Community Representative | Eloisa Del Bosque | Community member |
| Parent | Rebekah Currier | Parent |
| Parent | Salondra Hunnicut-Taylor | Parent |
| Parent | Brady Holt | Parent |
| District-level Professional | Missy Steger | Chief Data and Information Systems Officer |
| District-level Professional | Sam Buchmeyer | Public Information Officer |
| District-level Professional | Susanna Ramirez | Assistant Superintendent |
| District-level Professional | Holly Mohler | Director of CCMR Outcomes |

| Committee Role | Name | Position |
|---|---|---|
| Teacher | GarVera Green | Teacher |
| Teacher | RaeDawnis Bradford | Teacher |
| Teacher | Abigail Hernandez | Teacher |
| Teacher | Shamara Williams | Teacher |
| Teacher | Zaira Moreno | Teacher |
| Teacher | Angela Tracey | Teacher |
| Teacher | Dejuan Smith | Teacher |
| Teacher | Shuntell Blacknall | Teacher |
| Teacher | Katrina Jones | Teacher |
| Teacher | Sydney Kane | Teacher |
| Teacher | Elma Garza | Teacher |
| District-level Professional | Billisha Rice | ACE Project Director |
| District-level Professional | Blanca McGee | Executive Director of Social Emotional Learning |
| District-level Professional | Jereese Johnson | Executive Director of Secondary Counseling Programs and College Readiness |
| District-level Professional | Letycia Fowler | Director of Student Support Services |
| District-level Professional | Maria Herrera | Director of Family and Community Engagement |
| District-level Professional | Mary Linicomn | Director of Health Services |
| District-level Professional | Tameka Lewis | District Student Attendance and Dropout Prevention Coordinator |
| District-level Professional | Umeka Wright | Coordinator of Employee Wellness |
| Non-classroom Professional | Ragina Taylor | Campus STEM Facilitator |
| Teacher | Sonja Jones | Teacher |
| Teacher | Angela Small | Teacher |
| Teacher | Melody Solis | Teacher |
| Teacher | Jennifer Valdez | Teacher |
| Teacher | America Olvera | Teacher |
| Teacher | Norma Tomasini | Teacher |
| Teacher | Lindsay Murcia | Teacher |
| Teacher | Matthew Rios | Teacher |
| Teacher | Erik Hudak | Teacher |

| Committee Role | Name | Position |
|---|---|---|
| Teacher | Kurt Schurman | Teacher |
| Teacher | Maria Lopez | Teacher |
| Teacher | Meghan Ashford | Teacher |
| Teacher | Patsy Fuller | Teacher |
| Teacher | Marci Cason | Teacher |
| Teacher | Roxanne Herrera | Teacher |
| Teacher | Rachel Smith | Teacher |
| Teacher | Connie Gensler | Teacher |
| Teacher | Megan Brigance | Teacher |
| Teacher | Holly Ayers | Teacher |
| Teacher | Marisha Berry | Teacher |
| Teacher | Benjamin Morgan | Teacher |
| Teacher | Amanda Acosta | Teacher |
| Teacher | Traci Hurlburt | Teacher |
| Teacher | Paige Hale | Teacher |
| Teacher | Leanne Gomez | Teacher |
| Teacher | Graciela Salazar | Teacher |
| Teacher | Elizabeth Chavez | Teacher |
| Teacher | Michael Hereth | Teacher |
| Teacher | April Willrich | Teacher |
| Teacher | Brenda Davila | Teacher |
| Teacher | Briana Chandler | Teacher |
| Teacher | Jonna Wacker | Teacher |
| Teacher | Jill Danklefs | Teacher |
| Teacher | Le Nguyen | Teacher |
| Teacher | Demetrice Conner | Teacher |
| Teacher | Tiffani Marich | Teacher |
| Teacher | Jennifer Sykes | Teacher |
| Teacher | Sherre Skief | Teacher |
| Teacher | Noe Carbajal | Teacher |
| Teacher | Dethra Morgan | Teacher |

| Committee Role | Name | Position |
|---|---|---|
| Teacher | Amanda Bentley | Teacher |
| Teacher | Candace Cephas | Teacher |
| Teacher | Kristi Wadsworth | Teacher |
| Teacher | Monica Ellis | Teacher |
| Teacher | Deanna Chapman | Teacher |
| Teacher | Heather Sanders | Teacher |
| Teacher | Ever Vazquez | Teacher |
| Community Representative | Dulce Ramirez | Parkland Hospital |
| Community Representative | Sandra Garcia | Amerigroup |
| Parent | Hiedi Murphy | Parent |
| Parent | Dinora Enriquez | Parent |
| Parent | Yeslin Torres | Parent |
| Parent | Elsa Zamora | Parent |
| Parent | Vanessa Gardea | Parent |
| Parent | Berenisse Blanco | Parent |
| Parent | Eloise Lewis | Parent |
| District-level Professional | Angela Herron | Chief Teaching and Learning Officer |

# Addendums

# Grand Prairie Independent School District Local Innovation Plan 2021-2026

House Bill 1842, passed during the 84th Legislative Session, provides the opportunity for Texas public school districts to pursue the designation of District of Innovation. This allows districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming. Grand Prairie ISD became a District of Innovation with its approved Local Innovation Plan on July 21, 2016. As a District of Innovation, Grand Prairie ISD has more local control and support for innovative, local initiatives that enhance our students' success.

The District of Innovation Committee reconvened on June 8, 2021, to review the plan for renewal. On July 15, 2021, the Grand Prairie ISD Board of Trustees approved the renewal of the Local Innovation Plan for another five years.

Amendment of the Plan

The District Executive Committee met recently to consider potential amendments to the current Local Innovation Plan. On August 30, 2023, the District Executive Committee approved, by a majority vote, four amendments to the plan. These amendments were presented to the Board of Trustees for consideration on September 14, 2023.

I.      Term

The term of the Local Innovation Plan runs from the 2021-2022 school year through the 2025-2026 school year, unless it is terminated or amended earlier by the Board of Trustees in accordance with the law. The committee will revisit the plan as needed to ensure that the recommendations still align with the District's needs.

II.     Continual Improvement

The Local Innovation Plan is guided by and aligned with the Board's Vision, Mission, Strategic Priorities, and Strategic Plan for the District as follows:

### **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.

### **GPISD Goals**

- Maximization of Student Achievement
- Exercise Responsible Fiscal Oversight
- Develop Leadership Capacity
- Promote 21st-Century Learners Who Are College and Career Ready

### **GPISD Leadership Definition**

**Adopted Innovations:**

In creating its local innovation plan, the GPISD Board of Trustees and the Local Innovation Committee considered the areas that would benefit most from innovative approaches, ultimately focusing on the following four specific areas.

**1. Class Size in Kindergarten through Fourth Grade**

TEC Code Requiring Exemption: Sec. 25.112. Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

Benefit of Exemption for GPISD:

o Schools begin the school year with staff based on projections of student enrollment. Often, one school may exceed its enrollment projections while another fails to meet them. In such cases, maintaining the 22:1 student-to-teacher ratio can require moving teachers and students from one classroom to another, or even from one school to another. When this happens, students must leave behind the beneficial relationships with their classmates and teachers that have already been established.

o An exemption from the inflexible 22:1 requirement will allow students to remain with the teacher and classmates with whom they began the school year, fostering a sense of continuity and stability that will support increased student achievement.

o Incoming students can remain in their preferred or neighborhood school rather than being transported to a different campus.

o Districts will not be forced to hire new teachers who were not accounted for in the local board's adopted budget.

Local Guidelines:

o The District will strive to keep class sizes at 22:1, with the flexibility to exceed 22:1 if needed:
  ▪ If the student-to-teacher ratio averaged across a grade level needs to exceed 23:1, it must be approved by both the administrator and the teacher.
  ▪ If the student-to-teacher ratio averaged across a grade level needs to exceed 24:1, parents of all students in each affected class and Board members will be notified.

**2. First Day of Instruction**

TEC Code Requiring Exemption: TEC 25.0811: A school district may not begin instruction for students for a school year before the fourth Monday in August.

Benefit of Exemption for GPISD:

o   The District Education Improvement Committee will have the flexibility to start school earlier for either the entire District or individual campuses.

o   Starting school earlier will balance the two semesters with a natural winter break, schedule exams prior to winter break, and create more instructional time before STAAR/EOC/AP exams.

o   The balanced semesters will also align with college semesters, allowing for higher participation in summer school offerings, internships, and industrial certification opportunities.

o   Starting school earlier will also accommodate new and innovative educational models such as summer-bridge programming.

Local Guidelines:

The District Education Improvement Committee will receive parent and staff input and then, subject to Board approval, select the first day of instruction for students. It is preferred that the first day of instruction be no earlier than the second week of August.

### 3. Teacher Certification

TEC Code Requiring Exemption: TEC 21.003 requires that a person may not be employed as a teacher by a district unless the person holds an appropriate certification or permit issued by the appropriate state agency.

Benefit of Exemption for GPISD:
o   The statutory certification requirements inhibit the District's ability to hire professionals with industry experience to teach Career and Technical Education (CTE) and STEM courses.
o   Local qualifications will allow the District to:
  o   Recruit teachers from the field, including individuals from certain trades and/or vocations with industry knowledge and real-world experience
  o   Offer dual-credit opportunities in CTE courses
  o   Hire community-college instructors

Local Guidelines:

The District will establish local criteria, such as years of experience, professional qualifications, and industry certifications, for individuals being considered for a local (District) teaching certificate. Principals, along with the CTE department, will submit candidates to the Superintendent, who will then determine whether it is in the best interest of the District to certify them. The Superintendent will notify the Board prior to the candidates' beginning employment in GPISD.

### 4. Minimum Minutes of Instruction

TEC Code Requiring Exemption: TEC Code 25.081 (HB 2610): For each school year, each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses.

Pre-Kindergarten Exemption:

Benefits for GPISD PK/PPCD Program:
o   The state requires 75,600 minutes for full-day programming. For half-day programs such as PK and PPCD, the requirement would be 37,800 minutes. This is more than the normal school-day schedule can accommodate when both a morning and an afternoon group are provided on our 170-day calendar. The District is seeking an exemption that would allow it to offer a 210-minute school day for half-day programs. This will allow each teacher to have a morning and an afternoon group of students and still have a conference period and duty-free lunch during the regular school day. This exemption for 210-minute sessions will result in the students receiving 35,700 minutes of instruction during their half-day program.

Local Guidelines for PK/PPCD Program:
o   GPISD will offer a PK schedule consisting of two three-hour sessions of 210 minutes, which allows each teacher to teach two groups of students while still having the required conference period and 30-minute duty-free lunch.

Alternative Education Setting Exemption:

Benefits for GPISD Alternative Campuses (e.g., Crosswinds Accelerated High School)

o   Campuses such as Crosswinds offer an alternative education program designed to meet the needs of nontraditional students. This program offers an opportunity for students to accelerate credit attainment, acquire credits at a faster rate, and mitigate credit deficiencies. Crosswinds Accelerated High School provides an alternate route to graduation for students who have not been successful in the traditional school setting due to special challenges, such as being a parent while in high school, being past the normal age for high school, experiencing family hardships that make it necessary to choose work over school in order to contribute to the family's finances, not having enough credits to graduate on time, or having difficulty passing STAAR end-of-course exams.

o Being exempt from the minimum-minutes requirement will allow the District to offer alternative programming with fewer minutes that focuses on quality programming and cost savings. In this way, the District can tailor its offerings to the needs of these at-risk students without having to apply for an annual waiver.

Local Guidelines for Alternative Campuses:

Crosswinds Accelerated High School will offer three options for students who choose an alternative setting.

**Option 1:** Attend school for four hours per day (three 70-minutes course sessions).

**Option 2**: Attend full-day sessions to have days off during the week, allowing them to work and/or care for their families.

**Option 3:** Attend evening sessions Monday through Thursday from 5:30 to 8:00 p.m.

Students will be enrolled in one session and will be required to attend daily and meet District attendance guidelines. They will have the opportunity to attend an additional session to accumulate attendance time and credits.

### Proposed Amended Innovations:

The GPISD Academic Excellence Improvement Council, which is the DEIC committee required under the Texas Education Code, considered four areas in which local innovation could be exercised and chose by a majority vote to submit the following amendments to the Board of Trustees for consideration.

### 1. Campus Behavior Coordinators

TEC Code Requiring Exemption: Sec. 37.0012. A campus must have a campus behavior coordinator. Texas Education Code §37.0012 constrains campus governance by requiring one person at each campus to be designated to serve as the campus behavior coordinator.

Benefit of Exemption for GPISD:
o This collaborative approach includes the parent, student, school administrator and counselor. Exemption from Texas Education Code §37.0012 allows campus principals to divide and/or delegate campus behavior coordinator duties to assistant principals as needed and appropriate.
o Exemption from this requirement will provide campuses the opportunity to allow campus administrators to better understand and get to know the students assigned to them rather than referring all discipline matters to one employee designated as a campus behavior coordinator.

Local Guidelines:
o Each campus will have the option to designate more than one campus behavior coordinator, if doing so will better serve the campus's students and staff.

## 2. Ejection of Individuals from Facilities

TEC Code Requiring Exemption: Sec. 37.105. Texas Education Code §37.105 applies to rejecting unruly guests from campuses and school events. The District's current practice of providing verbal and written notices to individuals whose behavior is deemed disruptive or threatening at school events or on District property is appropriate in most circumstances. However, there are limited instances in which an individual's behavior is so egregious or threatening that it is in the best interest of the District to eject the individual from District property to protect the safety and well-being of students, staff, and the community. This exemption applies to those limited circumstances in which it would be a danger to the individual or others on District property to follow the District's practices of providing the notices required under TEC §37.105.

Benefit of Exemption for GPISD:
o   An exemption from this provision would allow GPISD, in very limited circumstances, to remove (from school events and/or District property) guests whose behavior is extremely disruptive, severe and/or a continuing threat to the safety and security of students, staff and the community.
o   This exemption would allow administration the ability to avoid potential escalation in certain situations that pose a threat to the safety and security of students, staff, and the community.

Local Guidelines:
o   When administration deems certain individuals on district property to be highly disruptive and/or threatening to the safety of students, staff, or the community, administration has the option to eject these individuals from District property without providing the individual the required verbal warnings and written information explaining the appeal process under TEC §37.105.

### 3. Mandatory Vape/E-Cigarette DAEP Placement

TEC Code Requiring Exemption: Sec. §37.006(a). The 2023 Texas Legislature passed House Bill 114 amending Texas Education Code §37.006(a), which now requires mandatory DAEP placement for the "possession, use, sale, giving, or delivering of an e-cigarette, or any component part of an e-cigarette." Vaping is a serious violation of the Student Code of Conduct; however, DAEP does not have the capacity to accommodate this volume of students. Also, requiring mandatory DAEP placement for possession of a vape, including paraphernalia associated with vaping, regardless of whether this is a first or subsequent incident, ties the hands of administrators.

Benefit of Exemption for GPISD:
o   The statute requires students to be moved back and forth from DAEP and the home campus's ISS as space at DAEP is available, which would cause significant academic disruption to a student.
o   This has the effect of requiring districts to place a student at DAEP for possessing or using any part of a vaping device, with or without the presence of any prohibited substances. Our DAEP campus already experiences periods throughout the school year when it reaches its full capacity, and this change has the potential to add several hundred placements each school year, based on District data. Additionally, the District believes that a less punitive consequence, paired with a counseling intervention for a first offense, will better support early intervention efforts, maintain academic consistency, and keep students engaged in school activities and experiences.

Local Guidelines:
o   An exemption from this provision would provide the District with options for first-time vape/e-cigarette offenders rather than an automatic DAEP placement. In-school suspension, substance abuse prevention programs, and restorative practices would be options available to campus administration for a first offense involving a vape/e-cigarette.
o   This exemption will apply only to vape/e-cigarette offenses that did not involve THC or other controlled substances or illegal drugs. Those offenses will continue to be subject to mandatory DAEP or JJAEP as per the Texas Education Code and GPISD Student Code of Conduct.
o   Additionally, subsequent vape/e-cigarette offenses in the same school year will not be subject to this exemption and will continue to be subject to mandatory DAEP or JJAEP as per the Texas Education Code and GPISD Student Code of Conduct. Since DAEP is not available to students under grade 3, a counseling alternative will also be developed on a case-by-case basis to support individual students in the lower grades as needed.

## 4. Depository Contracts

TEC Code Requiring Exemption: Sec. 45.205. Under the law, a depository contract shall serve for a term of two years and until its successor is selected and has qualified. A district and its depository bank may agree to extend the contract for three additional two-year terms. The contract may be modified for each two-year extension if both parties mutually agree to the terms. The contract term and any extension must coincide with the district's fiscal year.

Benefit of Exemption for GPISD:
o Exemption from this requirement will allow the District to maintain satisfactory working relationships with its depository bank without the need to re-bid for the work in accordance with the exact timelines required by law.
o If the District is satisfied with the service of the depository bank and is getting good rates, requiring the District to re-bid the contract is a waste of resources that can be avoided.

Local Guidelines:
o The District could extend the term of the depository contract, avoiding the disruption of campus operations. Before the renewals take place, the bank would furnish a proposal to the District regarding its proposed services and fees.

# Priority for Service (PFS) Action Plan
# for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

| Priority for Service Criteria | |
|---|---|
| Grades 3-12, Ungraded (UG) or Out of School (OS) | ● Who have made a qualifying move within the previous 1-year period; <br> AND <br> ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. |
| Grades K-3 | ● Who have made a qualifying move within the previous 1-year period; <br> AND <br> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or <br> ● For students in grades K-2, who have been retained, or are overage for their current grade level. |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

*NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

| School District: Grand Prairie ISD | **Priority for Service (PFS) Action Plan** | **Filled Out By:** Jesús Navarrete |
|---|---|---|
| **Region:** Region 10 | **School Year: 2023 –2024** | **Date:** September 2023-August 2024 |

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

| Goal(s): | Objective(s): |
|---|---|
| To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.<br><br>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs. | To advance student success the following will be implemented:<br>1.The progress of the student will be monitored by the ESC MEP incoordination with appropriate school district personnel who havePriority for Service students. Since progress will be determined bythe grading system of the school district, it will be monitored usingthe Priority for Service (PFS) Student Progress Review forms.Academic goals will be revised according to the academic success ofthe students as outlined in their respective PFS Progress ReviewSheets.<br><br>2.The progress and determined needs of the PFS will be communicatedto appropriate personnel identified in the Action Plan in order tosupport academic success.<br><br>3.The services and/or resources provided in the PFS will be alignedwith the identified academic needs of the student in order to meetthe requirements of the rigorous curricula implemented in the stateof Texas. (See Migrant Education Program PFS/Migrant Plan ofAction-SDP) |

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Monitor** the progress of MEP students who are on PFS. | | | |
| ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. | Year-round | Region 10 ESC Migrant Education Program (MEP) Staff | Priority for Service (PFS Report |
| ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. | Beginning of the academic year | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | Completed PFS Action Plan<br><br>Semester PFS Student Progress Review form |
| Additional Activities | | | |
| | | | |

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Communicate** the progress and determine needs of PFS migrant students. | | | |
| ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. | Ongoing | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs |
| ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. | Quarterly or at the end of grading term | LEA (MEP) Contact and/or staff | PAC Meeting documentation, phone and emails, home visit logs |
| ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. | Ongoing | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | Telephone and mail logs, parent signatures of home visits |
| Additional Activities | | | |

| Provide services to PFS migrant students. | | | |
|---|---|---|---|
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. | Ongoing | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | PFS Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation |
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | Ongoing | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | PFS Student Progress Review Forms |
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. | Ongoing | LEA (MEP) Contact<br><br>Region 10 ESC MEP Staff | PFS Student Progress Review Forms |
| Additional Activities | | | |
| | | | |

_____  Jun 26, 2023
**LEA Signature**        **Date Completed**

_____  Jun 27, 2023
Jesús Navarrete (Jun 27, 2023 10:03 CDT)
**ESC Signature**        **Date Received**