Collaborative Vision Process
Meeting 1
October 10, 2023
OPENING REMARKS

Mrs. Emily Liles
Board of Trustees President

Ms. Linda Ellis
Superintendent
AGENDA

- Introductions & Table Activity
- Process Overview
- Collaborative Vision Overview
- Priority Focus Areas
- Social & Emotional Learning and Restorative Practice Presentation
- Graduate Profile Takeaway
- Closing
Dr. Lizzy Johnson & Dr. Yanira Oliveras
Facilitators
lizzy@transcend4.com
yanira@transcend4.com
Dr. Johnson: 940-595-0251
<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Connection to GPISD</th>
<th>Why did you agree to serve on this committee?</th>
</tr>
</thead>
</table>
All relevant materials and information will be distributed to you as handouts.

Due to time constraints, no breaks have been scheduled. Please take care of your personal needs on your own.

The GPISD leadership team is here to serve you and to be a resource. Ask questions.

Your attendance at every meeting will help yield optimum results for this committee and your community.
GROUND RULES

• Only one speaker at a time
• Respect the person who is speaking
• Listen with a desire to contribute and learn
• Engage in the ENTIRE meeting
Q&A PROCESS

● Each table will discuss the information presented and select one question to ask.

● Unanswered questions or concerns will be placed on the ‘parking lot’ to be answered later via email or website post.
<table>
<thead>
<tr>
<th>ENDORSEMENT</th>
<th>ENDORSEMENT WITH A MINOR POINT OF CONTENTION</th>
<th>AGREEMENT WITH RESERVATIONS</th>
<th>ABSTAIN</th>
<th>STAND ASIDE</th>
<th>FORMAL DISAGREEMENT, BUT WILLED TO GO WITH THE MAJORITY</th>
<th>FORMAL DISAGREEMENT, WITH REQUEST TO BE ABSOLVED OF RESPONSIBILITY</th>
<th>BLOCK</th>
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</thead>
<tbody>
<tr>
<td>“I like it.”</td>
<td>“Basically, I like it.”</td>
<td>“I can live with it.”</td>
<td>“I have no opinion.”</td>
<td>“I don’t like this, but I don’t want to hold up the group.”</td>
<td>“I want my disagreement noted in writing, but I’ll support the decision.”</td>
<td>“I don’t want to stop anyone else, but I don’t want to be involved in implementing it.”</td>
<td>“I veto this proposal.”</td>
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This scale makes it easier for participants to be honest. Using it, members can register less-than-whole-hearted support without fearing that their statement will be interpreted as a veto.
GRADIENTS OF AGREEMENT

[ BUSINESS AS USUAL ]

NEW TOPIC

[ GROAN ZONE ]

TIME

[ CONVERGENT ZONE ]

DECISION POINT

[ CLOSURE ZONE ]

The Diamond of Participatory Decision-Making
WHY COLLABORATIVE VISIONING?

The Collaborative Vision Process (CVP) equips the district to:
1. Clarify its vision, mission, core values, and motto
2. Speak with one voice
3. Travel in the same direction
4. Support students in all areas of their education

CV’s end result is a statement of the district’s guiding strategy on what it intends to accomplish and the key initiatives for achieving it.
PRIORITIZE FOCUS AREA TEAMS

- Review all district data pertinent to priority focus area
- Collaborate across priority focus areas to ensure an aligned CV
- Draft the district’s Objectives, Measures, and Action Steps with support from the table facilitator
- Recommend the CV to the Board of Trustees

SUPERINTENDENT & LEADERSHIP TEAM

- Deploy the Collaborative Vision
- Monitor & Adjust the CV as needed
- Collaborate & Plan with CV Facilitator
<table>
<thead>
<tr>
<th>COLLABORATIVE VISION COMMITTEE</th>
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<tbody>
<tr>
<td>● Parent/Grandparents</td>
</tr>
<tr>
<td>● Students</td>
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<tr>
<td>● Business Leaders</td>
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<tr>
<td>● Civic leaders</td>
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<tr>
<td>● Clergy</td>
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<tr>
<td>● Alumni</td>
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<tr>
<td>● Chamber of Commerce</td>
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<tr>
<td>● Educators</td>
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<tr>
<td>● Administrators</td>
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<tr>
<td>● Volunteers</td>
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<tr>
<td>● Community Members</td>
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<td>● Retirees</td>
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PRIORITY FOCUS AREAS

● Social & Emotional Learning and Restorative Practice
● Financial Resources, Facilities, & School Safety
● Community Involvement
● Technology
● Teaching & Learning
● Career and Technology Education/College, Career, & Military Readiness
● Specialized Programs
Discuss the priority focus areas and what they mean to you as a member of the Collaborative Visioning Team
<table>
<thead>
<tr>
<th>Meeting #1</th>
<th>Meeting #4</th>
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<tbody>
<tr>
<td>● CVP Overview</td>
<td>● Creation of Objectives, Action Steps, &amp; Measurements</td>
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<tr>
<td>● Timeline</td>
<td>● Gallery Walk</td>
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<tr>
<td>● Review Priority Design Teams/Focus Areas</td>
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<tr>
<td>● State of the District Presentation</td>
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<tr>
<td>● Creation of Graduate Profile</td>
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<td>● Table Talk/Q&amp;A</td>
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<thead>
<tr>
<th>Meeting #2</th>
<th>Meeting #5</th>
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<tbody>
<tr>
<td>● Finalize Graduate Profile</td>
<td>● Finish creation of Objectives, Action Steps, &amp; Measurements</td>
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<tr>
<td>● District Focus Area Presentations</td>
<td>● Priority Design Teams Objective Presentations of Final Draft</td>
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<tr>
<td>● Gap Analysis</td>
<td>● Group Discussion</td>
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<tr>
<td>● Introduction of Objectives, Action Steps, &amp; Measurements</td>
<td>● Celebration</td>
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<tr>
<th>Meeting #3</th>
<th>Board Meeting</th>
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<tbody>
<tr>
<td>● Finish District Focus Area Presentations</td>
<td>● Presentation of Collaborative Vision to Board of Trustees</td>
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<tr>
<td>● Creation of Objectives, Action Steps, &amp; Measurements</td>
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COLLABORATIVE VISION COMPONENTS

- Mission
- Vision
- Core Values
- Motto
The mission of GPISD is to provide an exceptional learning community committed to student academic growth, innovation, and equity for all.
GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.
CORE VALUES

Grow, attract, and retain students and staff through high quality programming.
Prepare scholars through college, career, and military readiness for the 21st century and beyond.
Innovative and inclusive educational practices.
Secure the largest rate of return on the public’s tax dollar by adopting conservative budget practices.
Develop high community standards through the engagement of parents, business, and the community in a collaborative and transparent process.
Innovate. Educate. Graduate
SWOT ANALYSIS

**STRENGTHS**
- What does your district do well?
- What do they do better than others?
- What is unique/special about your district?

**WEAKNESSES**
- Where does your district need to improve?
- What resources or programs are you lacking?
- What skills need to be developed?
- Where are you lagging behind?
- What is preventing change?

**OPPORTUNITIES**
- What innovative practices would add value?
- What opportunities would better prepare students for the future?
- What partnerships are available?
- What efficiencies would create more opportunity for your district?

**THREATS**
- What external obstacles does your district face? (social, technological, economic, demographic, educational, political)
- What are your competitors doing that you are not?
- What community traditions/culture may hinder change?
STRENGTHS

- School choice
- Finance
- Fine Arts programs
- Listeners
- Thinking outside the box
- Programs
- CTE
- Professional development
- Facilities & maintenance
- Innovative
- Quality Staff – the best
- Diversity among the board
- Support staff – custodial, child nutrition, bus drivers, bus monitors
- Value that GPISD puts on the students and staff
- Childcare at a reasonable cost
- Leadership development
- Utilizing a PR firm to promote the district
- Language accommodations for parents

- Systems in place – procedures, policies
- Goal driven
- Leadership capacity
- Extension of the school year
- Culturally responsive – celebration, representation, promote our cultures, student-driven
- Student-centered
- Solution-focused
- Security & emergency management
- Celebration of diversity
- City partnership
- Collaboration with businesses in the community, i.e. Frost Bank – financial assistance, rotary
- Youth Education & Success (YES) – all women (11th & 12th graders)
- GPISD is the nucleus of the community.
- New buses, technology
- Hire public relations firm
WEAKNESSES

- Have overcome a lack of transparency
- Continue to improve transportation and technology
- Communication from the top all the way down – same message all the way
- Work on duplicating the Dubiski concept so every student can find their place
- Improve CTE/CCRM programs across the district
- External communication needs to be more transparent. We need to be proactive rather than responsive, especially communication with the community.
- Open communication so the board is aware of what the community is hearing.
- How to get the community more involved
- Facilities – aging buildings
- No Fine Arts performance center
- Not being able to go for a bond because of no capacity
OPPORTUNITIES

● Internships for students with community businesses
● Continue being an open district
● Increase CTE opportunities
● Resources for families (other than reduced/free lunch)
● Intern to company pipelines
● Driving school partnership to provide driver education
● Networking for administrators outside of GPISD
● University partnerships – dual credit – expand those opportunities
● Higher education opportunities for staff
● Community partnership that comes with funding for programming
● Board should participate more in board organizations, professional development board groups
● Compensate bilingual staff
THREATS

- Charter schools
- Austin
- Inflation
- Attendance problems
- Funding
- Unfunded mandates
- Declining enrollment
- Substitute shortage
- High quality teachers
- Special Education teachers
- Crime
- Language barriers (parents) ESL classes
- Environmental concerns and the impact on facilities
Social & Emotional Learning and Restorative Practice Presentation

Dr. Dana Jackson, Associate Superintendent of Student Support Services
What is SEL?

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

-The Collaborative for Academic, Social, and Emotional Learning (CASEL)
Department Overview

- Counseling Services
- Social Work Supports
- Discipline & Restorative Practices
- Employee Wellness
Counseling Services

Counseling Services Supports
Classroom Guidance Lessons
Individual Counseling
Small Group Counseling
Consultations with parents & staff
Support students in the areas of Academics, Social Emotional Supports & College/Career Readiness
Afterschool & after-hours counseling for students at no cost

District Campaigns
• Start With Hello
• Be Kind
• Suicide Prevention/I am Enough
• Drug Prevention
• Teen Dating Violence/Healthy Relationships
• Bullying Prevention/Harassment
• Community Service Projects
• Handprints on Hearts
• Kindness Crews
Social Work Supports

Provide programs and supports to assist students & families with removing social, emotional, and economic barriers that are impeding student achievement.

GRAND PRAIRIE ISD COUNSELING SERVICES

GPISD is here to support our families in need. The GPISD Social Work Hub offers a variety of services:

- School Supplies
- Food Pantry
- Clothing
- Community Resources

Please contact the GPISD Social Work Hub at 972-522-7070 from 8am-4pm, Monday-Friday.

Social Work Hub

- Food Pantry
- School Supplies
- Clothes Closet
- KIDS INC
- Weekend Backpack Program

- 583 students served
- 2381 Students Received School Supplies
- 66 Students Received Weekend Backpacks with Food
- 249 Students Received Uniforms
- 401 Students Received Back to School Clothes & Shoes

2022-2023
Discipline & Restorative Practices

District Top 3 Discipline Incidents:
• Tardies
• Skipping Class
• Inappropriate Behavior

(RELATIONSHIPS
Developing connections)

(RESPONSIBILITY
Being accountable for actions towards self, others and environment)

(REPAIR
Repairing harm and remaining included)

(REINTEGRATION
Consistent invitation to be in community)

(Adapted from the Center of Relational Practices)
Employee Wellness

GPISD Employee Wellness Program offers social and emotional supports to staff through:

- Wellness Wednesday Initiatives
- Staff Newsletters
- Staff Presentations
- Counseling & referrals to additional services
- Principal Wellness Toolkit with staff wellness activities and staff appreciation ideas

2022-2023 Number of Staff Awareness and Outreach Data

**Outreach**
60 staff members connected to utilize and request resources/counseling services

**Number of Staff reached**
Employee Wellness Campus Presentations (Mental Health and Well-being presentations provided to more than 1000 staff members)

**Wellness Wednesday Outing**
410 staff members

**Choose Wellness Initiatives**
2,500 staff members ordered and wear "Choose Wellness" Shirts on Wednesdays
Glows

connect community celebrate

3C

GRAND PRAIRIE ISD

<table>
<thead>
<tr>
<th>Total Discipline Incidents</th>
<th>2022-2023</th>
<th>August-September 2022-2023</th>
<th>August-September 2023 - 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>1,080</td>
<td>202</td>
<td>75</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>2,542</td>
<td>392</td>
<td>377</td>
</tr>
</tbody>
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COUNSELING SERVICES

- INDIVIDUAL COUNSELING
- SMALL GROUP COUNSELING

2022-2023

26,041 Students

1911 Small Group Counseling

STUDENT PARTICIPATION
Opportunities to Grow

- **22-23 SEL LESSONS**
  - Secondary: Grand Prairie HS 7964
  - Fannin MS 2770
  - Adams MS 4277
  - Grand Prairie Fine Arts 1211
  - Young Women's 981
  - Crosswinds HS 380
  - Truman MS 12008

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<tbody>
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<td>High School</td>
<td>10,153</td>
<td>1,597</td>
<td>1,638</td>
</tr>
</tbody>
</table>

426 students served by Dial Care 2022-2023

- Top Reasons: Anxiety, Depression, Stress
Future Thoughts

Student Success
Limitless Opportunities
Self-Worth
Self-Respect
Productive Citizens
Economic Mobility
Kind Humans

“No one cares how much you know until they know how much you care”

— President Theodore Roosevelt
Table Talk
Q&A Process
Graduate Profile
A GRADUATE PROFILE IS...

GUIDING QUESTIONS FOR GP DEVELOPMENT...

1. What are the most important educational capacities that should guide your GPISD student’s learning across their classes and through their school experience?

   **Examples**
   - Civic Literacy
   - Problem Solving
   - Critical Thinking
   - Innovation
2. Which personal competencies are valued most at home and at school in GPISD?

**Examples**
- Flexibility
- Adaptability
- Initiative
- Self-Direction
- Productivity
- Accountability
3. Which interpersonal skills are the most essential for collaboration and community in GPISD?

**Examples**
- Social Skills
- Cross-Cultural Skills
- Empathy
- Entrepreneurship
- Communication
<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>What are the most important educational attributes that should guide your GPISD student’s learning across their classes and through their school experience?</td>
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<td>Which personal competencies are valued most at home and at school in GPISD?</td>
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<td>Which interpersonal skills are the most essential for collaboration and community in GPISD?</td>
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</table>
Offer up any Likes and Wishes to assist us in improving each meeting
Meeting #2
Tuesday, November 14th
5:30 pm Dinner
6:00 pm-8:00 pm Meeting
Dr. Susan Simpson Education Center

➔ Create Graduate Profile
➔ Priority Focus Area Presentations