

Grand Prairie Independent School District

District Improvement Plan

2024-2025 Current Plan



Mission Statement

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

Vision

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

Other

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.

Motto

Innovate. Educate. Graduate.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grand Prairie is 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. More than 195,000 people live in Grand Prairie. Residents tend to be 30-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, great schools, and hometown atmosphere.

The Grand Prairie Independent School District is the largest employer in Grand Prairie with approximately 3,544 employees. GPISD is a 58-square mile district serving a little more than 26,000 students within the Dallas County portion of Grand Prairie. The district boasts: 19 elementary schools, 6 middle schools, 5 high schools, 2 grades 6-12 campuses, 2 grades Pre-K-8 campus, 1 grades 1-8 campus, and 1 disciplinary alternative education school.

The District has a diverse student population with 69.85 percent Hispanic students, 16.73 percent Black/African-American students, 7.09 percent White students, 3.35 percent Asian students, 2.44 percent two or more races, 0.46 percent American Indian/Alaskan students, and 0.07 percent Hawaiian/Pacific Islander students. The socioeconomic status of our students is varied, with 74.78% eligible for free or reduced-price lunch. 1.23 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, 16.45% of GPISD students receive special education services or are served by 504 plans, and 36.88% are English language learners (ELL). For the 24-25 school year, 7.12% 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 1669 students are in a dual enrollment/OnRamps course. In the 23-24 school year, 1,966 students completed at least one AP course. This was an increase of 494 students over the prior year.

In the 23-24 school year, 8395 discipline referrals were given across the district. Of the 208 at the elementary school level, 2,775 at the middle school level, and 5,412 at the high school level. The top three incidents for 23-24 were tardies, skipping class, and insubordination. A total of 660 alternative school placements occurred in the 23-24 school year; 9 at the elementary school level; 239 at the middle school level, and 412 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, 2022-2023), the mobility rate within the district is 17.5% and our graduation rate is 93.3% with a drop out rate of 4.4%. The 22-23 attendance rate overall for GPISD stands at 93.1%. Early education and high school attendance rates fall below the district average (around 91.6%). Enrollment has steadily declined in GPISD over the last five years from 29,266 students in 2019 to 26,146 in

2024. 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 24.6% teacher turnover rate (according to most recent 2022-2023 TAPR report). This rate exceeds the state average for the same time period, 21.4%, and is influenced by retirees and resignations. Approximately 43% of staff are 0-5 years experience. The average years of teaching experience among our educators is 9 years, with 28% 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 and assistant principals mirror that of the state. Salaries for professional staff are slightly above the state average (Source 22-23 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.

Sources of Data: 22-23 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
- 23-24 Advanced Placement Recognitions:
 - 191 Total Awardees - an increase of 35 over 22-23
 - 125 AP Scholars - an increase of 19 over 22-23
 - 30 AP Scholars with Honors - an increase of 4 over 22-23
 - 36 AP Scholars with Distinction - an increase of 12 over 22-23
- 23-24 National Merit Semi-Finalist
- 4-year graduation rate over the Region 10 and State 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 higher than the state average.

Root Cause: There is a need to improve teacher retention and a need for more effective support for beginning-of-career teachers. Research lists compensation and benefits, supportive environments, mentorship, and professional development as contributing factors to increased teacher retention. These factors need to be reviewed within the district.

Problem Statement 4: Enhanced communication is needed 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, and resources need to be provided in a way they all can consume.

Student Learning

Student Learning Summary

2024 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 2024 in each subject area can be found below.

| Reading Language Arts Performance- All grade levels and EOC exams | GPISD Approaches | State Approaches | GPISD Meets | State Meets | GPISD Masters | State Masters |
|---|------------------|------------------|-------------|-------------|---------------|---------------|
| 2023 | 73 | 78 | 49 | 55 | 16 | 21 |
| 2024 | 68 | 74 | 44 | 53 | 15 | 22 |

- Approaches grade level: The district saw a 5 percentage point difference that represents a 7% loss in student performance. The state saw a 4 percentage point difference representing a 5% loss.
- Meets grade level: The district saw a 5 percentage point difference that represents an 10% loss in student performance. The state saw a 2 percentage point difference representing a 4% loss.
- 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 each level we widened our gap with the state slightly. At approaches grade level, we widened the gap by one point. At meets grade level and masters grade level, we widened the gap with the state by 3 points and 2 points respectively.

| Math- All grade levels and EOC exams | GPISD Approaches | State Approaches | GPISD Meets | State Meets | GPISD Masters | State Masters |
|--------------------------------------|------------------|------------------|-------------|-------------|---------------|---------------|
| 2023 | 68 | 74 | 44 | 44 | 15 | 19 |
| 2024 | 68 | 69 | 36 | 41 | 12 | 17 |

- Approaches grade level: The district maintained the same level of student performance. The state saw a 5 percentage point difference representing a 7% loss.
- Meets grade level: The district saw an 8 percentage point difference that represents an 18% loss in student performance. The state saw a 3

percentage point difference representing a 7% loss.

- Masters grade level: The district saw a 3 percentage point difference that represents a 20% loss in student performance. The state saw a 2 percentage point difference representing a 11% loss.
- The chart shows our GPISD progress from last year to this year in relation to the state. At approaches grade level we gained 5 points of ground relative to the state. However, at meets and masters grade level we widened the gap with the state by five points and one point respectively.

| Science- All grade levels and EOC exams | GPISD Approaches | State Approaches | GPISD Meets | State Meets | GPISD Masters | State Masters |
|--|-------------------------|-------------------------|--------------------|--------------------|----------------------|----------------------|
| 2023 | 69 | 76 | 37 | 47 | 11 | 18 |
| 2024 | 69 | 72 | 33 | 42 | 9 | 15 |

- Approaches grade level: The district maintained the same level of student performance. The state saw a 4 percentage point difference representing a 6% loss.
- Meets grade level: The district saw a 4 percentage point difference that represents an 11% loss in student performance. The state saw a 5 percentage point difference also representing an 11% loss.
- Masters grade level: The district saw a 2 percentage point difference that represents a 18% loss in student performance. The state saw a 3 percentage point difference representing a 17% loss.
- The chart shows our GPISD progress from last year to this year in relation to the state. At approaches grade level we gained 4 points of ground relative to the state. At meets grade level and masters grade level, we gained 1 point relative to the state.

| Social Studies- All grade levels and EOC exams | GPISD Approaches | State Approaches | GPISD Meets | State Meets | GPISD Masters | State Masters |
|---|-------------------------|-------------------------|--------------------|--------------------|----------------------|----------------------|
| 2023 | 71 | 77 | 45 | 51 | 23 | 27 |
| 2024 | 75 | 76 | 47 | 50 | 24 | 26 |

- Approaches grade level: The district saw a 4 percentage point difference that represents a 6% gain in student performance. The state saw a 1 percentage point difference representing a 1% loss.
- Meets grade level: The district saw a 2 percentage point difference that represents an 4% gain in student performance. The state saw a 1 percentage point difference representing a 2% loss.
- Masters grade level: The district saw a 1 percentage point difference that represents a 4% gain in student performance. The state saw a 1 percentage point difference representing a 4% loss.

- This chart 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 all performance levels, we saw gains while the state saw drops in performance.

2020-2024 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 |
| Met TSIA ELA | 20 | 17 | 16 | 13 |
| Met ACT ELA | 4 | 1 | 1 | 3 |
| Met SAT ELA | 46 | 32 | 30 | 31 |
| Met ELA College Prep | 1 | 0 | 15 | 58 |
| Total ELA TSI Criteria Met | 50 | 40 | 49 | 78 |
| Met TSIA Math | 12 | 11 | 11 | 10 |
| Met ACT Math | 3 | 1 | 1 | 2 |
| Met SAT Math | 25 | 19 | 16 | 15 |
| Met Math College Prep | 5 | 11 | 14 | 54 |
| Total Math TSI Criteria Met | 36 | 36 | 37 | 70 |
| Total ELA and Math TSI Criteria Met | 30 | 24 | 31 | 65 |
| Dual Credit | 31 | 27 | 19 | 18 |
| AP/IB (3 or higher on one exam) | 16 | 16 | 15 | 14 |

| Percentages of Graduating Class Meeting Criteria | District | | | |
|--|--|---------------------|---------------|---------------|
| | | | | |
| Associates Degree | 4 | 4 | 4 | 4 |
| OnRamps College Credit (Any) | 16 | 13 | 13 | 11 |
| Industry-Based Certifications (IBC) | 6 | 7 | 7 | 5 |
| IEP Workforce Readiness | 1 | 1 | 1 | 1 |
| Armed Forces or TX National Guard | * | | | |
| SPED Advanced Diploma Plan | 5 | 5 | 5 | 6 |
| Level I or II Certificate | 0 | 0 | 0 | 0 |
| CCMR Graduate | 55 | 51 | 53 | 76 |
| CCMR Graduate Scaled | No Scale Due to Covid No Rating from TEA | TEA Scaled Score 78 | TEA Scale TBD | TEA Scale TBD |

*Class of 2024 preliminary values will be available later this fall and will not be finalized until summer 2025.

2024 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 23-24 school year, a total of 9,275 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 | 13 | 22 | 41 | 31 | 17 |
| Intermediate | 26 | 33 | 36 | 36 | 46 |
| Advanced | 35 | 22 | 20 | 20 | 29 |
| Advanced High | 26 | 22 | 3 | 3 | 8 |

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Gains need to be made in science achievement.
Root Cause: Students need more time performing hands-on experiments.

Problem Statement 2: Gains need to be made in writing.
Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

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.

Problem Statement 4: Gains need to be made in math achievement.
Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

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:

- **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 and Kinder immersive Montessori approach to instruction. In 1st - 5th-grade the students receive a TEKS-based instruction using Montessori strategies.
- **Environmental Science/STEM:** 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, Rayburn STEAM 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.
- **Grand Prairie Collegiate Institute**

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):

Wall-to-Wall

- 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 11-12)
- Grand Prairie Collegiate Institute (Grades 6-12)

Comprehensive

- Grand Prairie High School (Grades 9-12)
- South Grand Prairie High School (Grades 9-12)

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

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

Leadership:

- Young Women's Leadership Academy (Grades 11-12)
- STEM (Science, Technology, Engineering, and Mathematics)
- Digital Arts & Technology Academy at Adams Middle School (Grades 6-8)
- Grand Prairie Collegiate Institute (Grades 6-12)

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.

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 Programs of Study and prepare them for the workforce.

Students participating in CTE Programs of Study can:

- Earn Industry-Based Certifications (IBCs)
- Take advantage of paid/unpaid internships with community partners
- Network with professionals in their field
- Learn on state-of-the-art equipment
- Join and compete in Career and Technical Student Organizations (CTSOs)

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: Increase the number of CTE "Completers" (students who successfully complete a CTE coherent sequence). In 25-26, A-F accountability will recognize industry-based certifications obtained by CTE "Completers" only.

Root Cause: Middle school CTE student tracking and recruitment.

Perceptions

Perceptions Summary

PARENT ENGAGEMENT SURVEY

The End-of-Year Family Engagement Parent Survey was conducted in May 2024. The survey was distributed to all families in the Grand Prairie Independent School District (GPISD) via email and remained open for two weeks. It included a mix of six Likert scale questions and three open-ended questions. District-wide results were based on 3,201 responses, nearly doubling the response rate from the previous year (1,781 responses in May 2023). Key findings from the survey are as follows:

Feeling Welcomed: Approximately 66% of respondents reported feeling "very welcomed" at their child's school, indicating a positive perception of the school environment. This is consistent with the previous year's data, which showed 67%..

Safety Measures: About 59% of respondents felt that the safety measures at their child's school were "very effective," reflecting confidence in the school's security protocols. This percentage is nearly identical to the previous year's result of 58%.

Overall Experience: A majority, 54%, reported having a "very positive" experience as a GPISD parent or guardian, reflecting overall satisfaction. This is a slight decrease from 57% in the previous school year.

Communication: Approximately 62% of respondents felt that their child's school communicated "very well" regarding events and activities, indicating effective communication practices. This is consistent with the previous year's result of 61%.

Contacting Teachers: 68% of respondents expressed being "very likely" to contact their child's teacher regarding academic needs or other supports, emphasizing strong parent-teacher communication. This is a slight decrease from 72% in the previous school year.

Awareness of Workshops: A significant 85% of respondents were aware that GPISD offers both campus and district parent workshops, indicating strong awareness of available resources. This is an increase of 3% from the previous year. Additionally, GPISD had 38,284 participants district-wide in campus and district family engagement activities.

However, campus-specific data revealed that less than 50% of parents felt "very welcomed" at two campuses, indicating opportunities for improvement in creating a welcoming atmosphere at all schools within GPISD. This is a slight improvement over the previous year when five schools were below the 50% threshold.

Grand Prairie ISD staff and administrators work closely with campus Parent Liaisons and Social Workers, who serve as advocates for parents and students. Their efforts facilitate meaningful parental involvement in our schools, enhance the learning ability of children, and help parents identify and access valuable community and educational resources. Parental involvement through the Campus Improvement Committee (CIC) also provides parents with the opportunity to contribute to campus strategies and offer solutions to meet the needs of our community. Each campus's CIC operates throughout the year in an advisory capacity, helping to shape the culture and climate of our school community.

Community Visioning Committee

During the 2023-24 school year, the Community Visioning Committee met six times, beginning in October and concluding in March, when findings were formally presented to the Board of Trustees at its regular monthly meeting. The committee was composed of members recommended by the Board and the Superintendent, as well as community members, staff, parents, and students. Participants were organized into groups to study the following areas in detail:

- Social and Emotional Learning
- Teaching and Learning
- Security
- Family and Community Involvement
- Technology
- Career and Technology Education
- Specialized Programs
- Financial Resources

The committee's charge was to gain a deep understanding of the District in order to formulate and recommend a shared community vision to the Board, guiding the District's progress in the coming years. The ultimate goal of this strategic plan is to inform decisions made by District leaders to best prepare our students for success during their school years and beyond.

The committee's work culminated in the development of a comprehensive profile of a GPISD graduate, along with the District's mission, vision, and core value statements, as well as priority focus areas and objectives. These elements have become the foundation for the goals and objectives outlined in the District Improvement Plan for the 2024-25 school year.

Panorama Student School Climate/SEL Screener Survey

Each year, students in GPISD participate in the Panorama survey, which measures their perceptions of connection and belonging, as well as their strengths in self-efficacy, self-management, growth mindset, and social awareness. In Spring 2024, over 75% of GPISD students responded to the survey, marking a significant increase in participation year-over-year and ensuring a robust data set for analysis.

Student Competency and Well-Being Measures

In the Panorama Social-Emotional Learning: Student Competency & Well-Being Measures survey, students respond to questions about how they perceive their own social-emotional skills.

Grades 3-5: Student Competency and Well-Being

| Topic | Percent Favorable | Compared to others nationally | Changes since Fall of 2023 |
|------------------|-------------------|--|----------------------------|
| Self-Management | 66% | Lower than the national average | No Change |
| Social Awareness | 65% | Similar to the national average | No Change |
| Growth Mindset | 59% | Significantly higher than the national average | No Change |
| Self-Efficacy | 53% | Lower than the national average | 3% increase |

Grades 6-12: Student Competency and Well-Being

| Topic | Percent Favorable | Compared to others nationally | Changes since Fall of 2023 |
|------------------|-------------------|---------------------------------|----------------------------|
| Self-Management | 64% | Lower than the national average | 3% decrease |
| Social Awareness | 54% | Lower than the national average | 2% decrease |
| Growth Mindset | 49% | Lower than the national average | 2% decrease |
| Self-Efficacy | 40% | Lower than the national average | No Change |

Student Supports and Environment

In the Panorama Social-Emotional Learning: Student Supports and Environment survey, students provide feedback on how well their school is meeting their needs.

Grades 3-5: Student Supports and Environment

| Topic | Percent Favorable | Compared to others nationally | Changes since Fall of 2023 |
|-------------------------------|-------------------|--|----------------------------|
| Teacher-Student Relationships | 75% | Higher than the national average | No Change |
| Sense of Belonging | 67% | Significantly higher than the national average | 1% decrease |

Grades 6-12: Student Supports and Environment

In the upper grades, students answered a series of questions about student supports, safety, and the school environment. The overall percent favorable for Spring 2024 was 68%, with no change from the Fall 2023 results.

Key Insights from the Panorama Survey

Improvement in Self-Efficacy: Elementary students showed a 3% increase in self-efficacy, a positive trend that the district aims to replicate across all grade levels.

Strong Teacher-Student Relationships: 78% of elementary students feel very supported by their teachers, highlighting the importance of these relationships in student well-being.

Focus on Sense of Belonging: While elementary students report a strong sense of belonging, there is a need to address the lower scores in this area among secondary students.

Perceptions Strengths

- The End-of-Year Family Engagement Parent Survey saw nearly double the response rate compared to the previous year.
- A majority of families report feeling very welcomed at their child's school.
- Most families feel confident in the safety measures implemented at their child's school.
- A significant number of parents are very likely to reach out to teachers for academic support.
- There is strong awareness of parent workshops, with high participation in family engagement activities.
- Improvements have been made in creating a welcoming atmosphere at more campuses.

- Positive teacher-student relationships are reported by students in grades 3-5.
- A strong sense of belonging is felt by students in grades 3-5.
- GPISD students in grades 3-5 demonstrate a significantly strong growth mindset.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school.

Root Cause: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.

Problem Statement 2: Some schools still have lower numbers of parents feeling welcomed, even though things have improved.

Root Cause: Not all schools have the same practices or resources to make parents feel welcomed, leading to differences in how welcoming each campus feels.

Problem Statement 3: Secondary students (grades 6-12) feel less like they belong at school compared to younger students.

Root Cause: Older students might not have enough programs or support to help them feel connected to their school, especially during the transition from elementary to secondary school.

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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Dyslexia data

- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- Enrollment trends

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

Priority Focus Areas

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Support campuses district-wide in implementing Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) strategies by providing professional development and training for campus administrators on de-escalation strategies and restorative practices.</p> <p>Strategy's Expected Result/Impact: 5% decrease in ISS/OSS/DAEP placements</p> <p>Staff Responsible for Monitoring: Blanca McGee & Letycia Fowler</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
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Measurable Objective 1 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school. Root Cause: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.</p> |

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: GPISD's central office will oversee and support all required emergency drills and the Raptor System, conduct weekly exterior door checks at each campus, and provide training and support for the Behavioral Threat Assessment teams. Staff Responsible for Monitoring: Neal Sandlin Problem Statements: Perceptions 3 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  35% |  60% | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |







Measurable Objective 2 Problem Statements:

| Perceptions |
|--|
| Problem Statement 3: Secondary students (grades 6-12) feel less like they belong at school compared to younger students. Root Cause: Older students might not have enough programs or support to help them feel connected to their school, especially during the transition from elementary to secondary school. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district will implement a unified instructional strategy focused on collaboration, professional development, and targeted support. By embedding Visible Learning strategies, guiding vertical teams, and emphasizing dialogue-based activities and writing for comprehension, the district will ensure instructional consistency and depth of learning across all grade levels. Teachers will receive personalized coaching and support, particularly in small group instruction, while ongoing professional development on High-Quality Instructional Materials (HQIM) will be provided. Progress will be monitored through standardized observations and learning walks to ensure the effective application of these strategies, ultimately elevating student achievement.</p> <p>Staff Responsible for Monitoring: Jean Ann Holt, Kim Soesbee</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 1 Problem Statements:







| Student Learning |
|---|
| <p>Problem Statement 2: Gains need to be made in writing. Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district's strategy emphasizes professional development and targeted support across various areas to enhance teaching effectiveness and student outcomes. This includes specialized PD on Depth and Complexity for Spanish Learners, comprehensive support for teachers across all grade levels, and focused efforts on lesson internalization of foundational skills in Elementary RLA. Additionally, the strategy involves coaching and modeling small group instruction to ensure that students' needs are effectively met.</p> <p>Staff Responsible for Monitoring: Jean Ann Holt</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |







Measurable Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>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.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: The district's mathematics strategy focuses on enhancing math instruction through a variety of targeted approaches. This includes providing math manipulatives and Magma Math training, collaborating with leadership to implement intervention plans on critical campuses, and offering ongoing professional development on High-Quality Instructional Materials (HQIM) and balanced mathematical instruction. Structured learning walks and opportunities for teachers to observe exemplary peers are also emphasized. Additionally, the strategy aims to align Tier 1 instruction with 21st-century skills, implement PLC protocols, and support the implementation of "Building Thinking Classrooms" to elevate problem-solving and academic discourse. Personalized instruction and data-driven decisions are prioritized to meet diverse student needs.</p> <p>Staff Responsible for Monitoring: Laura Patulea & Marty Cardenas</p> <p>Problem Statements: Student Learning 4</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 3 Problem Statements:







| Student Learning |
|---|
| <p>Problem Statement 4: Gains need to be made in math achievement. Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: The district will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction</p> <p>Staff Responsible for Monitoring: Marty Cardenas</p> <p>Problem Statements: Student Learning 4</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 4 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 4: Gains need to be made in math achievement. Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.</p> <p>Staff Responsible for Monitoring: Jean Ann Holt, Kim Soesbee, Laura Patulea</p> <p>Problem Statements: Student Learning 4</p> | Formative | | | Summative |
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| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 5 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 4: Gains need to be made in math achievement. Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).







Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Ensure general education and special education teachers regularly communicate and collaborate for student success (ex: PLCs, content team planning, data meeting, etc.) Implement a SPED intervention model where teachers prioritize interventions, create a research-based process, and effectively progress monitor. Staff Responsible for Monitoring: Rodney Traylor</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Professional development will be provided to support the academic needs of emergent bilingual students. Staff Responsible for Monitoring: Tamara Sanchez Problem Statements: Student Learning 3</p> | Formative | | | Summative |
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Measurable Objective 7 Problem Statements:

| Student Learning |
|---|
| <p>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.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).







Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: The district will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.</p> <p>Staff Responsible for Monitoring: Jean Ann Holt, Kim Soesbee, Laura Patulea</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).







Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Implement a SPED intervention model where teachers prioritize interventions, create a research-based process, and effectively progress monitor. Conduct campus learning walks with a standardized rubric to reinforce expectations regarding rigor, student engagement, and staff and student communication. Staff Responsible for Monitoring: Rodney Traylor</p> | Formative | | | Summative |
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Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Provide specialized professional development on content-based language instruction which integrates language instruction with academic content.</p> <p>Staff Responsible for Monitoring: Tamara Sanchez</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 10 Problem Statements:

| Student Learning |
|---|
| <p>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.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Embed English Language Proficiency Standards (ELPS) across all content areas Staff Responsible for Monitoring: Tamara Sanchez Problem Statements: Student Learning 3 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
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



Measurable Objective 11 Problem Statements:

| Student Learning |
|--|
| 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. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.







Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Ensure specialized departments and personnel support the academic needs of the different student groups Staff Responsible for Monitoring: Rodney Traylor | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: GPISD will elevate science instruction by providing and facilitating an instructional planning protocol grounded in research-based strategies that utilizes high-quality instructional materials (HQIM) and emphasizes vertical alignment.</p> <p>Staff Responsible for Monitoring: Mandi Nelson & Marty Cardenas</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 13 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: Gains need to be made in science achievement. Root Cause: Students need more time performing hands-on experiments.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: The district will focus on enhancing source reading and analysis through visual and reading strategies, along with regular exposure to primary and secondary sources. It incorporates research-based instructional practices and inquiry methods, such as "Read, Write, Think like" frameworks, DBQs, and collaborative group work. Writing is elevated by integrating Short Constructed Response items and providing feedback. Additionally, the MAVIS program is implemented with fidelity for vocabulary, content, and assessment practice, including differentiation and gamification, with a focus on review and reinforcement based on assessment data and STAAR results.</p> <p>Staff Responsible for Monitoring: Lanette Aguero</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 14 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: Gains need to be made in writing. Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.</p> |

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The Family & Community Engagement Department will develop and review a Beginning of the Year (BOY) Parent Survey to gather feedback from GPISD parents on topics and times that meet their needs. The feedback will be analyzed by campus location and shared with respective campus leadership. The Family & Community Engagement team will collaborate with the Communications Department and campus staff to ensure that all family engagement events are widely promoted across various communication platforms, with information provided in the family's preferred language.</p> <p>Staff Responsible for Monitoring: Maria Herrera</p> <p>Problem Statements: Perceptions 2</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 2: Some schools still have lower numbers of parents feeling welcomed, even though things have improved. Root Cause: Not all schools have the same practices or resources to make parents feel welcomed, leading to differences in how welcoming each campus feels.</p> |

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The GPISD Communications Department will establish a high school student voice committee to develop the district survey on student communication and support campuses in implementing communication strategies tailored to their students' needs.</p> <p>Staff Responsible for Monitoring: GayLynn Broom</p> <p>Problem Statements: Perceptions 3</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 2 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 3: Secondary students (grades 6-12) feel less like they belong at school compared to younger students. Root Cause: Older students might not have enough programs or support to help them feel connected to their school, especially during the transition from elementary to secondary school.</p> |

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.







Evaluation Data Sources: Survey Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Support campuses district-wide in implementing instructional technology fostering real-world learning by leveraging platforms like Canvas, Google Classroom, Microsoft Teams, native Apple apps, and digital tools that encourage student participation and feedback. Support is provided by providing professional development and training for campus administrators.</p> <p>Staff Responsible for Monitoring: Julie Hungaski</p> | Formative | | | Summative |
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Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data







| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Employ a security information and event management (SIEM) and other resources to monitor network and data processing systems for potential cybersecurity vulnerabilities and intrusions, review and enhance district data-privacy practices, and provide professional development and training for district and campus administrators and cybersecurity champions, students, and families.</p> <p>Staff Responsible for Monitoring: Shendolyn Anderson</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: GPISD will maintain a comprehensive CCMR data dashboard and provide campus-based training to counselors, advisors, and administrators, empowering campuses to strategically identify and implement interventions to ensure each graduate has at least one CCMR indicator by graduation.</p> <p>Staff Responsible for Monitoring: Holly Mohler</p> <p>Problem Statements: District Processes & Programs 1</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 1 Problem Statements:

| District Processes & Programs |
|--|
| <p>Problem Statement 1: Increase the number of CTE "Completers" (students who successfully complete a CTE coherent sequence). In 25-26, A-F accountability will recognize industry-based certifications obtained by CTE "Completers" only. Root Cause: Middle school CTE student tracking and recruitment.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district CTE administration team will facilitate, train, support, monitor progress, and effectively communicate with CTE teachers, campus administration, and counselors to increase the state-accountable industry-based certifications obtained by CTE "completers" by 3%.</p> <p>Staff Responsible for Monitoring: Aniska Douglas</p> <p>Problem Statements: District Processes & Programs 1</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 2 Problem Statements:

| District Processes & Programs |
|--|
| <p>Problem Statement 1: Increase the number of CTE "Completers" (students who successfully complete a CTE coherent sequence). In 25-26, A-F accountability will recognize industry-based certifications obtained by CTE "Completers" only. Root Cause: Middle school CTE student tracking and recruitment.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district CTE administration team will partner with middle school campus administrations to increase the number of 7th and 8th graders enrolled in a CTE elective by 4 % through recruiting students and increasing CTE course offerings.</p> <p>Staff Responsible for Monitoring: Aniska Douglas</p> <p>Problem Statements: District Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Measurable Objective 3 Problem Statements:

| District Processes & Programs |
|--|
| <p>Problem Statement 1: Increase the number of CTE "Completers" (students who successfully complete a CTE coherent sequence). In 25-26, A-F accountability will recognize industry-based certifications obtained by CTE "Completers" only. Root Cause: Middle school CTE student tracking and recruitment.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment from elementary through high school. These teams will work to align the curriculum with Advanced Placement (AP), ACT, and Texas Success Initiative (TSI) standards, supported by ongoing professional development and targeted resources. To enhance College, Career, and Military Readiness (CCMR) outcomes, the district will implement evidence-based practices and strategies. Regular data analysis will guide adjustments to these strategies, ensuring continuous improvement and equipping students for success beyond high school.</p> <p>Staff Responsible for Monitoring: Laura Patulea & Kim Soesbee</p> <p>Problem Statements: Student Learning 2, 4</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  35% |  60% | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |







Measurable Objective 4 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: Gains need to be made in writing. Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.</p> |
| <p>Problem Statement 4: Gains need to be made in math achievement. Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: GPISD College Readiness department will Implement targeted college readiness programs, strengthen counselor and advisor support, enhance partnerships with higher education institutions, and increase access to financial aid resources.</p> <p>Staff Responsible for Monitoring: Jereese Johnson</p> <p>Problem Statements: Perceptions 1, 3</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Measurable Objective 5 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school. Root Cause: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.</p> |
| <p>Problem Statement 3: Secondary students (grades 6-12) feel less like they belong at school compared to younger students. Root Cause: Older students might not have enough programs or support to help them feel connected to their school, especially during the transition from elementary to secondary school.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Expand dual credit, OnRamps and advanced placement offerings, enhance academic support for college-level coursework, strengthen partnerships with local colleges, and increase student and parent awareness of credit-earning opportunities.</p> <p>Staff Responsible for Monitoring: Jereese Johnson</p> <p>Problem Statements: Demographics 4 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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



Measurable Objective 6 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 4: Enhanced communication is needed 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, and resources need to be provided in a way they all can consume.</p> |
| Perceptions |
| <p>Problem Statement 1: GPISD students in grades 6-12 have low confidence in their ability to succeed (self-efficacy), especially during middle school. Root Cause: Middle school students face more challenges and changes, which might not be fully supported, leading to lower confidence in their abilities.</p> |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).







Evaluation Data Sources: College Board

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Ensure AP teachers have completed APSI training; create a system of support for AP teachers through mentorship opportunities Staff Responsible for Monitoring: Kasie Roden | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: The district will provide a TIA overview training video to all campus staff. Additional campus training will be developed based on campus feedback. Topics could include: how to use data to improve student growth outcomes, using T-TESS coaching feedback to improve end of year T-TESS performance, or other items as needed. The district will seek teacher feedback for improving understanding of the TIA system in place as well as for professional development opportunities to address the most common areas of need. To increase awareness of TIA benefits, the district will effectively communicate all GPISD has to offer through various marketing strategies, including posters, staff emails, and celebrations to recognize teacher achievements.</p> <p>Staff Responsible for Monitoring: Christopher Micheal Allen</p> <p>Problem Statements: Demographics 3</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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



Measurable Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 3: Teacher retention and percentage of staff with 0-5 years of experience are higher than the state average. Root Cause: There is a need to improve teacher retention and a need for more effective support for beginning-of-career teachers. Research lists compensation and benefits, supportive environments, mentorship, and professional development as contributing factors to increased teacher retention. These factors need to be reviewed within the district.</p> |

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.



Evaluation Data Sources: TEA





| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Ensure that systems are in place to effectively manage financial resources and maximize student success Staff Responsible for Monitoring: Tracy Ray | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: GPISD will support increasing daily attendance by conducting a comprehensive review of current attendance data to identify trends, patterns, and key areas of concern, monitoring attendance in real-time, and reviewing the effectiveness of attendance improvement strategies every quarter to make necessary adjustments. The district will also train administrators and support service staff on attendance tracking platforms, organize workshops for families to educate them on the impact of attendance on academic success, and share progress reports and success stories with stakeholders. Additionally, GPISD will support campus PEIMS efforts to reach out to teachers who have yet to submit attendance, consult with campuses regarding their individual attendance campaigns, and recognize campuses that have met their ADA goal for the entire month.</p> <p>To increase overall enrollment, the district will effectively communicate all that GPISD has to offer through various marketing strategies, participate in community outreach to share more about GPISD schools, and support initial registration and enrollment through the GPISD Mobile Enrollment Bus, Feet on the Street, Smile and Dial, and other efforts.</p> <p>Staff Responsible for Monitoring: Tameka Lewis, Dana Jackson & GayLynn Broom</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Measurable Objective 3 Problem Statements:

| Demographics |
|--|
| <p>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.</p> |
| <p>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.</p> |

Plan Notes