

Welcome!

Thank you for joining us this evening.

We will start at 5 PM.

Please use the link in chat or the QR code below for attendance.



GPISD Educational Improvement
Committee
(April Meeting)



**Thank
you!**

Agenda

Present information regarding Modified Schedule State Assessment Testing Days and Teacher Portal for the Texas Assessment Program Data waivers for feedback,

Review the district's priority focus areas and objectives, and

Conduct the Final Review.



Waivers 

Dr. Missy Steger 

TEA Waivers for 2025-2026 through 2027-2028

Modified Schedule/State Assessment Testing Days

High schools only

Applies to students not participating in STAAR testing

Schools must still afford a minimum of 4 hours of instruction for late arrivals

Teacher Portal for the Texas Assessment Program Data

Allows districts to use a local student data system for teachers to access student STAAR results in place of the State system

Edugence meets the system requirements for Grand Prairie ISD

<https://tea.texas.gov/texas-schools/waivers/state-waivers/state-waiver-types-expedited>

Performance Objectives

Strategic Plan

Profile of a Graduate

4

3

2

1

Community Visioning

Roadmap to Elevation

WHY COMMUNITY VISIONING?

THE COMMUNITY VISIONING PROCESS 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

The end result is a statement of the district's guiding strategy on what it intends to accomplish and the key initiatives for achieving it.



THE GRAND PRAIRIE ISD GRADUATE:



Prepares for academic success in post-secondary college and career endeavors

Communicates effectively

Values inclusiveness

Listens actively and empathetically

Thinks critically

Operates with integrity and high ethical standards

Possesses emotional intelligence

Practices self-awareness

Manages conflict to achieve successful resolution

Demonstrates responsibility and accountability

Priority Focus Areas and Department Leaders

**Current Plan on
Website!**



Dr. Blanca McGee and Neal Sandlin

Dr. Angela Herron

Maria Herrera

Antwone Robertson

Dr. Holly Mohler, Jereese Johnson,
and Aniska Douglas

Karry Chapman and Tracy Ray



April Review

Follow Along!



District Improvement Plan Progress Monitoring Review by Nine Weeks

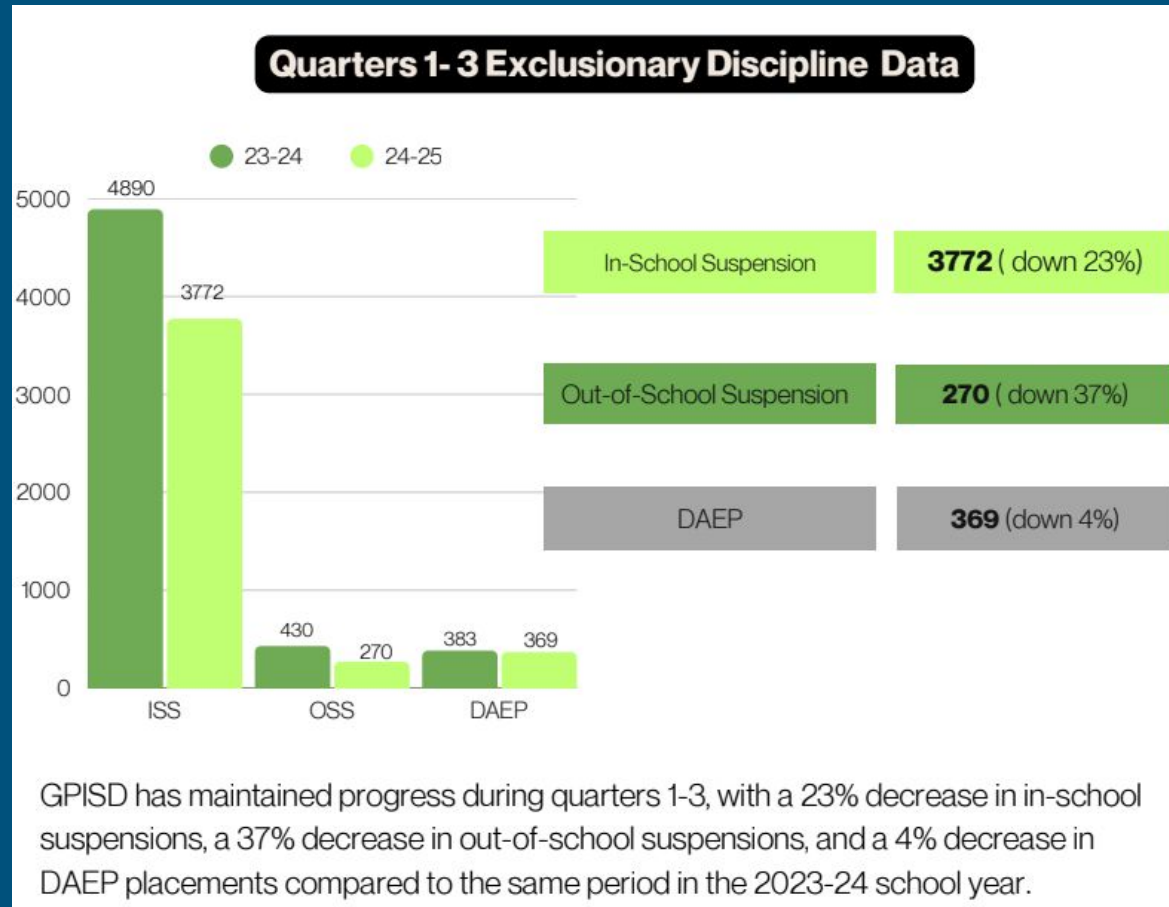
Priority Focus Areas/Objectives	1st Nine Weeks for November 14th Board Meeting Due: 11/1/24	2nd Nine Weeks for February 13th Board Meeting Due: 2/10/25	3rd Nine Weeks For April 17th Board Meeting Due: 4/4/25
(1) Wellness & Safety	1.1 (Discipline) <i>Skyward data</i>	1.1 (Discipline) <i>Skyward data</i> 1.2 (Safety) <i>Qualtrics data</i>	1.1 (Discipline) <i>Skyward data</i> 1.2 (Safety) <i>Survey & Qualtrics data</i>
(2) Student Achievement		2.1 - 2.14 (T&L) <i>Comparing 2024 & 2023 data</i>	2.1 - 2.14 (T&L) <i>Using Q3 data to project how students may perform on STAAR</i>
(3) Family & Community Involvement			3.1 (Family Engagement) <i>Survey & Participation data</i>
(4) Technology	4.1 & 4.2 (Technology) <i>Strategies & Implementation data</i>		
(5) Postsecondary Readiness	5.1 - 5.7 (CCMR) <i>Training, Support & Beginning of the Year data</i>		5.1 - 5.7 (CCMR) <i>Q3 data projections</i>
(6) Personnel & Financial Support	6.2 (Finance) <i>State ratings data (will be presented to the Board in open session)</i> 6.3 (Attendance) <i>Skyward data</i>	6.1 (TIA/Retention) <i>TIA data</i> 6.3 (Attendance) <i>Skyward data</i>	6.3 (Attendance) <i>Skyward data</i>



Priority Focus Area 1 – Wellness and Safety

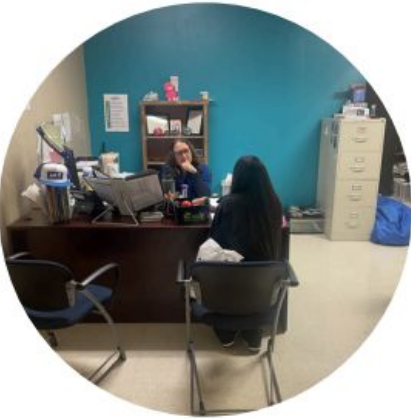
Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental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

- **District Strategy:** 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.



GRAND PRAIRIE ISD

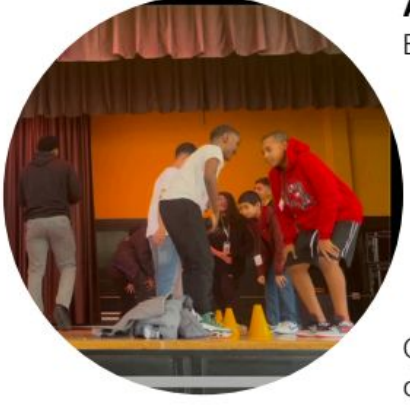
PBIS Celebrations



Prevention Through Professional Development

Training Provided to Staff:

- Restorative Practices – 30 sessions
 - Fosters relationship-building, repair, and inclusion
- Connections Count Academy – 7 sessions
 - Strengthens adult-student relationships and positive culture
- De-escalation Training – 4 sessions
 - Equips staff with tools to respond calmly and safely in high-stress situations



Addressing Emerging Trends

Behavior-Specific Interventions:

- Fighting:
 - Conflict resolution through counseling and peer mediation
- Vaping:
 - Campus-wide awareness campaigns
 - Self-paced digital learning modules
 - Targeted counseling (individual/small groups)

Our commitment: Building safe, supportive, and connected campuses through prevention, education, and intervention.



Proactive Interventions: Multi-Tiered System of Supports (MTSS)

Tier 1 – Universal Support

- All students engage in:
 - Social Emotional Learning (SEL) Lessons
 - Positive Behavioral Interventions and Supports (PBIS)

Tier 2 & Tier 3 – Targeted & Intensive Interventions

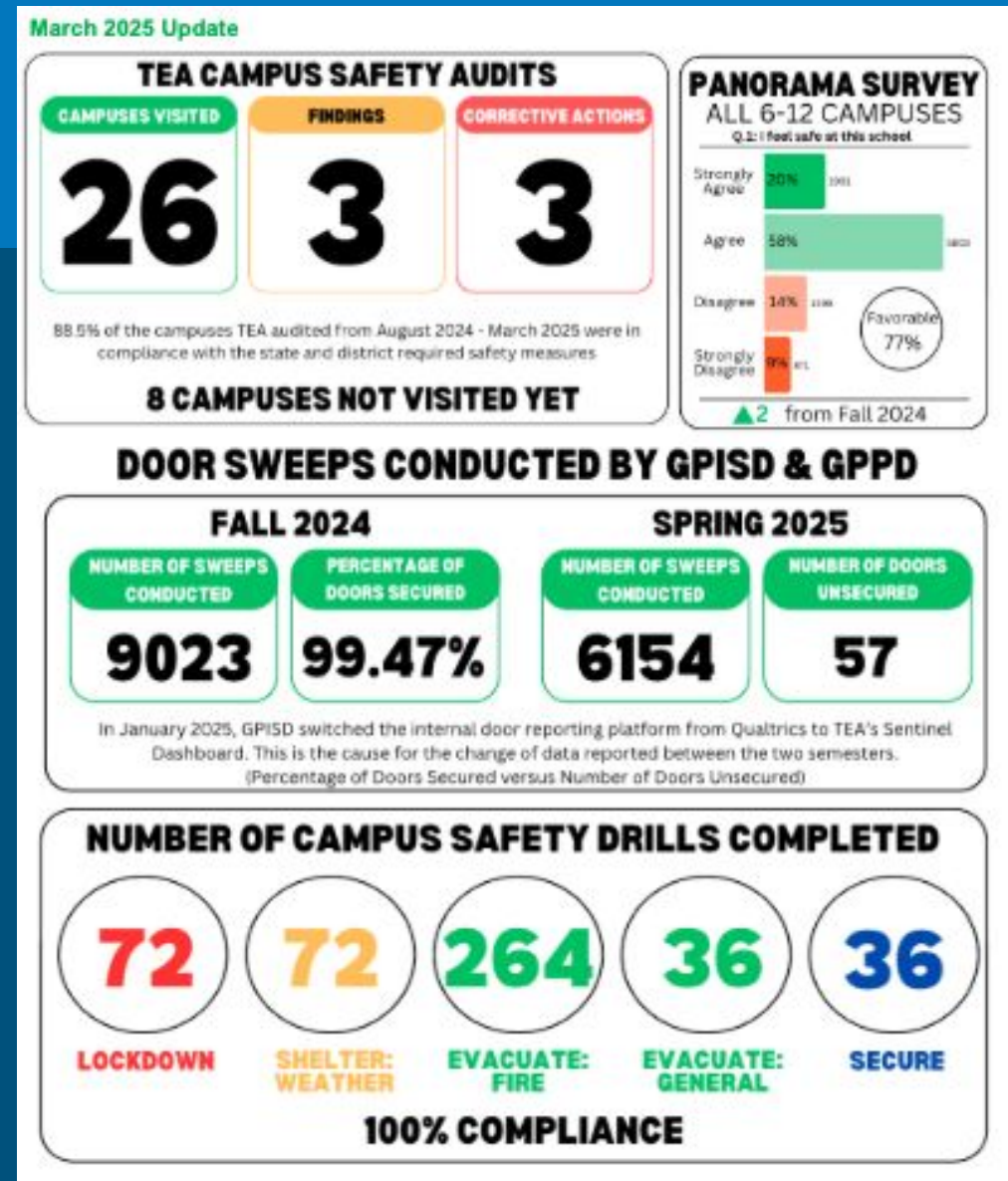
- 300+ students currently receiving additional support through:
 - Small group & individual counseling
 - Restorative circles
 - Behavior support plans



Priority Focus Area 1 – Wellness and Safety

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.

- **District Strategy: 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.**





Priority Focus Area 2 – Student Achievement (RLA)

Current Data

Reading Language Arts (RLA) Q3 Summative Data
STAAR 2025 Prediction

	APP		ME		MA	
3rd Grade ELAR	71%	↑ 9%	38%	↑ 3%	12%	↓ 6%
4th Grade ELAR	79%	↑ 7%	42%	↓ 2%	15%	↓ 3%
5th Grade ELAR	77%	↑ 1%	50%	↓ 1%	13%	↓ 12%
6th Grade ELAR	71%	↑ 5%	49%	↑ 6%	19%	↑ 3%
7th Grade ELAR	60%	↓ 8%	42%	↓ 4%	22%	-
8th Grade ELAR	72%	↑ 2%	39%	↓ 2%	9%	↓ 8%
English I	73%	↑ 19%	59%	↑ 20%	17%	↑ 8%
English II	77%	↑ 12%	62%	↑ 12%	9%	↑ 3%
Combined Total	70%	↑ 5%	43%	↑ 1%	18%	↑ 3%

APP = Approaches, ME = Meets, MA = Masters



Priority Focus Area 2 – Student Achievement (Math)

Current Data

Mathematics Q3 Summative Data STAAR 2025 Prediction

	APP		ME		MA	
3rd Grade Math	59%	↓ 4%	37%	↑ 2%	15%	↑ 4%
4th Grade Math	58%	↓ 4%	32%	↓ 8%	12%	↓ 4%
5th Grade Math	75%	↑ 2%	47%	↑ 2%	17%	-
6th Grade Math	83%	↑ 20%	50%	↑ 20%	18%	↑ 10%
7th Grade Math	51%	↑ 4%	26%	↑ 2%	5%	↑ 1%
8th Grade Math	72%	↑ 8%	42%	↑ 10%	11%	↓ 1%
Algebra 1	88%	↑ 18%	65%	↑ 31%	43%	↑ 27%
All Math	70%	↑ 6%	43%	↑ 10%	18%	↑ 6%

APP = Approaches, ME = Meets, MA = Masters



Priority Focus Area 2 – Student Achievement (Science and Social Studies)

Current Data

Science Q3 Summative Data STAAR 2025 Prediction			
	APP	ME	MA
5th Grade	71% ↑ 26%	41% ↑ 26%	16% ↑ 11%
8th Grade	64% ↑ 4%	33% —	8% —
Biology	93% ↑ 9%	69% ↑ 24%	32% ↑ 24%
All Science	77% ↑ 11%	49% ↑ 16%	19% ↑ 10%

APP = Approaches, ME = Meets, MA = Masters

Current Data

Social Studies Q3 Summative Data STAAR 2025 Prediction					
	APP		ME		MA
8th Grade Social Studies	59%	↑ 12%	33%	↑ 12%	18%
U.S. History	91%	↓ 3%	73%	↑ 6%	50%
All Social Studies	73%	↑ 2%	50%	↑ 5%	32%

APP = Approaches, ME = Meets, MA = Masters



Priority Focus Area 3 – Family and Community Involvement

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.

- District Strategy:** 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.

PARENT PARTICIPATION SUMMARY: 2024-2025 GOAL: 45,940

Data collected by Family Engagement Liaisons, Family Engagement Action Team (FEAT) and GPISD Departments. Methods: Qualtrics, google form, and paper sign-in sheets.

2023-2024 Recorded Participation: **38,284**

2024-2025 Recorded Participation: **25,398 (as of February 2025)**

- Meeting approximately 55% of our goal
- March family engagement data due 04/03/25 for liaisons

<i>*This is first school year tracking Academic and Non-Academic Attendance</i>	Quarter One (08/13 to 10/11)	Quarter Two (10/15 to 12/19)	Quarter Three (01/7 to 03/14/25)	Quarter Four (03/24 to 05/22)	GPISD Depts' Data	FACE Data	
# of families served - Academic Workshop/ Event Attendance	4161	1630	483		N/A	N/A	
# of families served - Non Academic Workshop or Event	4594	1500	735		N/A	N/A	
FEAT	4124	3889	1703				
TOTAL ATTENDANCE	12879	7019	2921		798	1781	25398

FAMILY ENGAGEMENT OPPORTUNITIES

Family & Community Engagement Dept:

**but not limited too*

- Monthly Virtual Parenting on the Go Sessions
- Campus Parent Workshops (with a liaison)
- Monthly in-person parent supports at GFSC: Toddler Time, Charlas con un Cafecito, Workforce Solutions and Medicaid/Chip Assistance.
- Parent Advisory Committee (PAC)
- Grand Prairie Council PTA
- Parent and Child Time (PACT)
- Adult ESL Classes (weekly at GFSC)
- Annual Family Resource Fair

GPISD Departments:

- Student Health Advisory Council (SHAC)
- Transition Parent Meetings (5th to 6th and 8th to 9th).
- TELPAS and PreK Parent Sessions
- Region 10 Title III Parent Resource Fair
- SPED Resource Fair
- College/FAFSA Nights
- ACE Family Engagement Events
- Planetarium Community Nights (English, Spanish, and SPED families)



SOUTH GRAND PRAIRIE HIGH SCHOOL

PARENT WORKSHOP



November 9th
8 AM - 11 AM

301 W Warrior Trail
Grand Prairie, TX 75052
AEX Building - Block Box (Church parking lot side door 10)

- Attendance information
- Make sure your child is on track for graduation.
- Become an observer on Canvas.
- Password Reset
- Easy access to your child's grades & attendance
- Best communication with teachers

CONTACT INFO: MARGARET@GPISSD.ORG
817.506.7600

MATHEMATICS

PACT
PARENT AND CHILD TIME

PK AND KINDERGARTEN PARENTS

It's time for our PACT workshop!
Two-Part educational session for parents and their Pre-K3, pre-K4 and Kindergarten students.

- First part, parents learn about a specific topic.
- Second part Apply what you learned with your child with hands on activity.

Wednesday 19 February
9:00-10:00 am

Register Now



Click here

PARENT WORKSHOP

Connect with Other Parents and Learn How to Support Your Child's Growth! As parents, we all want the best for our children.

BFAA
Bilingual Family Advisory Association

Teaching Math: How early Can I start?
Presenter Ms. Catherine Gentry
Elementary Math & Science Strategist

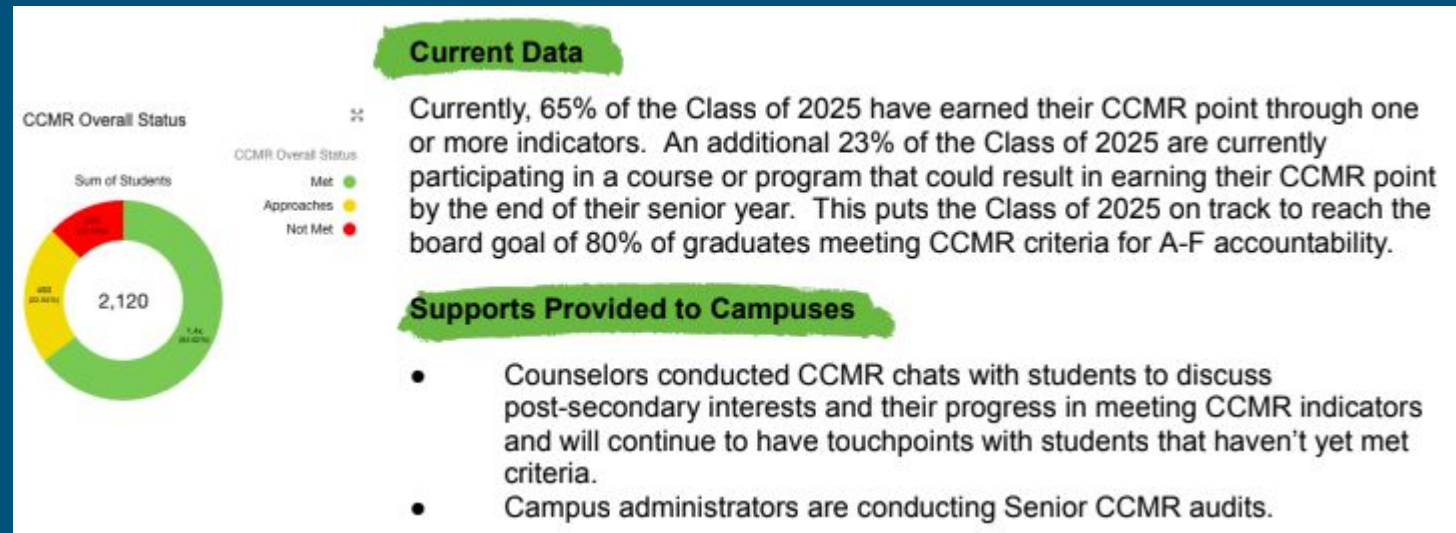




Priority Focus Area 5 – Post-Secondary Readiness

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).

- **District Strategy: 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.**

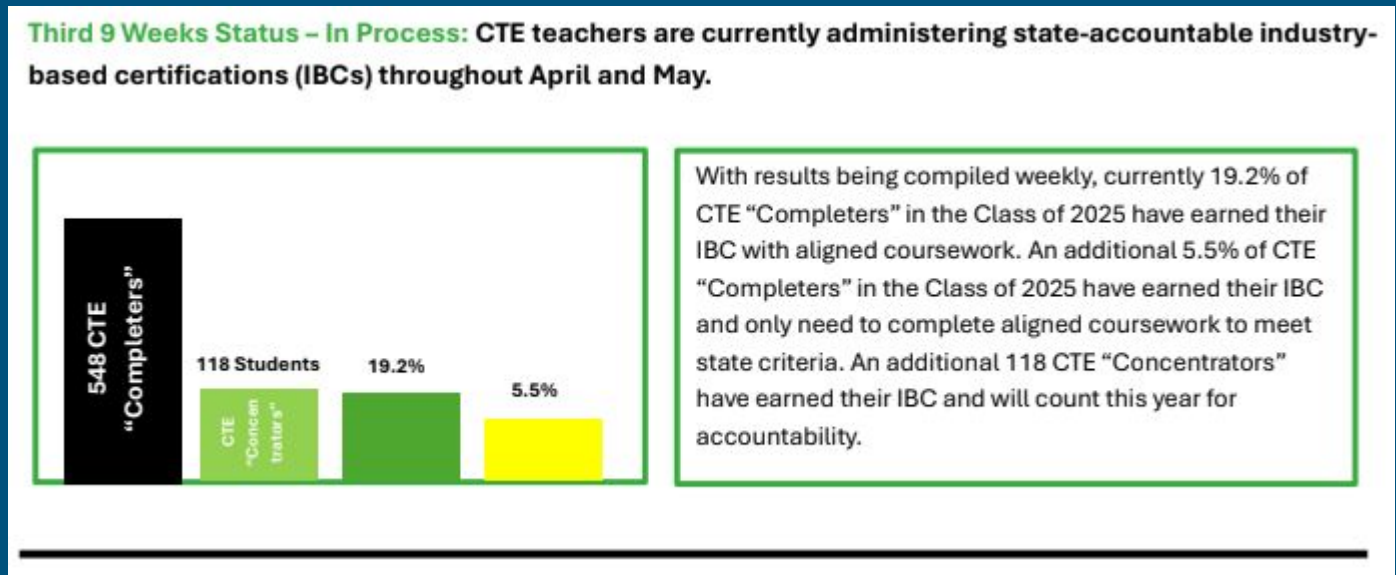




Priority Focus Area 5 – Post-Secondary Readiness

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%).

- **District Strategy:** 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%.



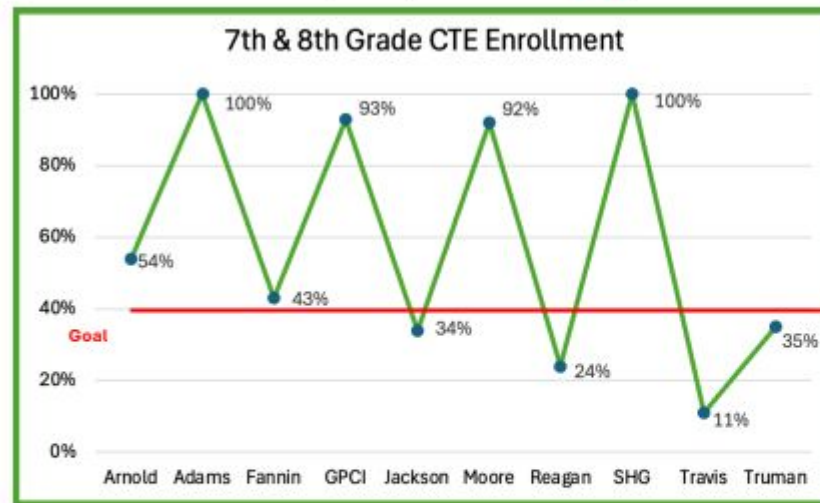


Priority Focus Area 5 – Post-Secondary Readiness

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%).

- **District Strategy:** 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.

Third 9 Weeks Status – Goal Achieved: The number of 7th and 8th grade students enrolled in a CTE elective has increased by 14% (from 36% to 50%).



Total Enrollment – 3,403 / CTE Enrollment – 1,708

*Data does not include middle schools that do not contain CTE

Next Steps: Freshman CTE Academies will be implemented at the comprehensive high schools beginning in the 25-26 school year. Academies will promote campus Programs of Study to support and encourage student continuation to “Completer” status.

- District CTE administration partnered with middle school campus administrators to increase the number of 7th and 8th graders enrolled in a CTE elective by 14% through recruiting students and increasing CTE course offerings.
- ✓ Partnered with campus Deans to build the master schedule
 - ✓ Added/increased CTE electives to targeted MS campuses
 - ✓ Customized program of study selection activities
 - ✓ Orchestrated presentations given by guest speakers & SLTs
 - ✓ Facilitated ongoing training for teachers, admin, and counselors



Priority Focus Area 5 – Post-Secondary Readiness

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%).

- 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.

HB3 CCMR Overall

Record Count

Status	Percentage
On Track	17%
Approaches	24%
Not Approaching	59%

Legend: On Track (Green), Approaches (Yellow), Not Approaching (Red)

Current Data

Currently, the Class of 2024 is projected to be 17% TSI-Met by assessment in both ELA and Math. This means the students must meet the college readiness standard on the SAT, ACT, or TSIA2 in both Math and ELA prior to graduation. The Class of 2025 is currently 24% met by assessment in both ELA and Math. We are on track to meet this goal for the Class of 2025.

Supports Provided to Campuses

- Seniors are being provided a school-day TSIA2 test opportunity in May for those that still need a college readiness assessment score.
- Our team assists campuses with providing student boot camps where students spend a full day with experienced MasteryPrep instructors who specialize in the content and style of the ACT, SAT, or TSIA2 tests.



Priority Focus Area 5 – Post-Secondary Readiness

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%).

- **District Strategy:** 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.

Financial Aid Submitted Progress Summary

Status	Count	Percentage
Submitted	214	10.1%
Opt-Out Referral	237	11.2%
FSA ID Created	146	6.9%
Student Completed	146	6.9%
Corrections Required	146	6.9%
None	146	6.9%
Other	146	6.9%
Total	2,120	100%

Current Data

Class of 2024 college enrollment is projected to be approximately 56%. Delays and issues with the 2024 FAFSA rollout created barriers for students for the Class of 2024. With improvements underway, we expect higher FAFSA completion and increased enrollment for the Class of 2025.

For the Class of 2025, 85% of students have submitted a college application, 54% of students have applied to 2-year colleges, 56% have applied to 4-year colleges, 76% of students have submitted a financial aid application, and \$34,462,560 has been earned in scholarships so far.

Supports Provided to Campuses

- Application workshops are held on GPISD campuses.
- Registration Ready is being held for students accepted to Dallas College and UTA later this spring.
- Decision Day will be held at all high schools for students to showcase where they are attending school in the fall of 2025.
- Counselors and college advisors provide targeted counseling and college application support to students.
- The College Readiness team collects data each month and meets with college advisors.



Priority Focus Area 5 – Post-Secondary Readiness

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%).

- **District Strategy:** 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.

CCMR Dual Credit Status

Sum of Students: 592

Category	Percentage
Met	71%
Approaches	29%

Current Data

Currently, 22% of the Class of 2024 is projected to have met the CCMR criteria in dual credit. Additionally, 25% of the Class of 2025 have met the dual credit criteria with another 3% that could meet criteria by the end of the second semester. We are on track to meet this board goal with both the Class of 2024 and the Class of 2025.

Supports Provided to Campuses

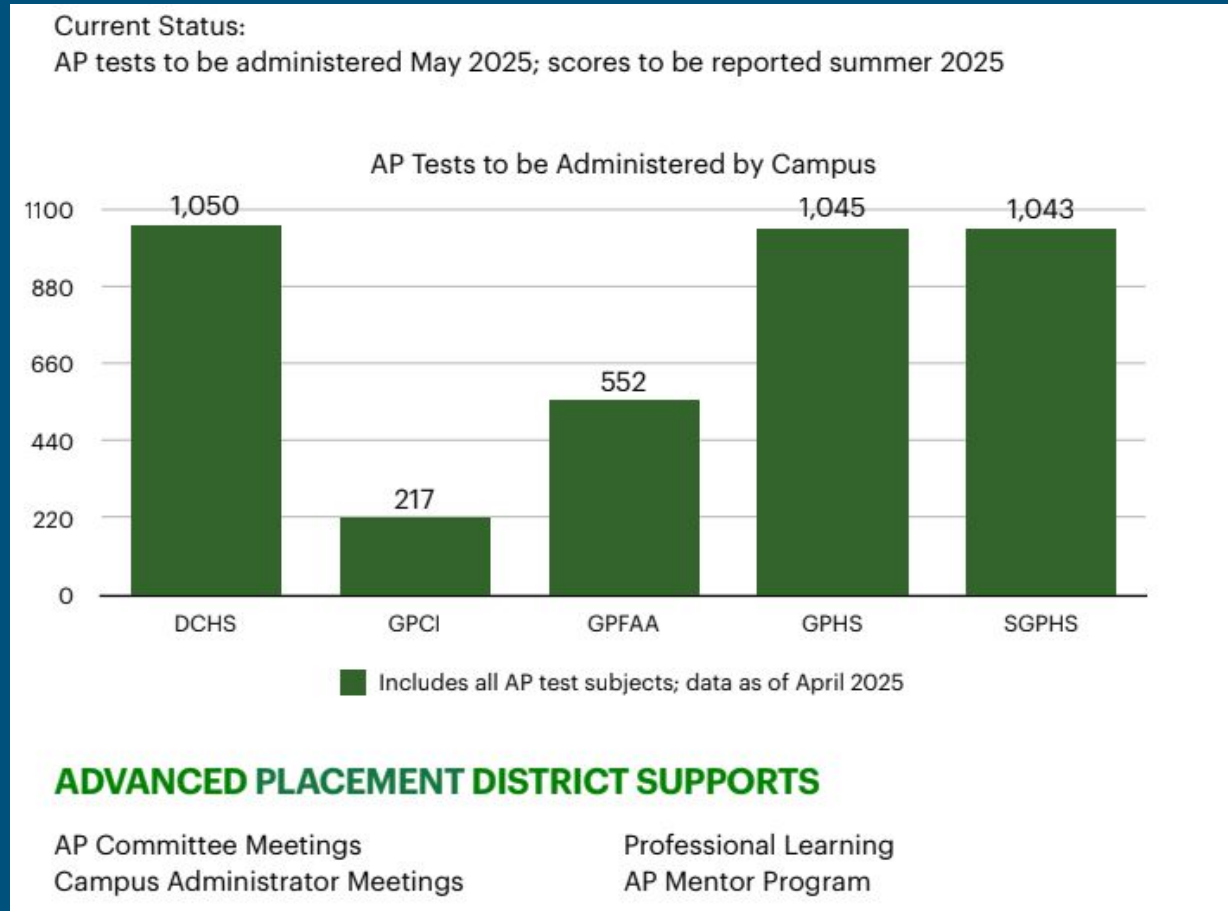
- Counselors will enroll students in Dual Credit courses based on their interest in taking the course and assessment data that indicate course suitability.
- We are proactively looking to grow the dual credit program with ETAMU by expanding course offerings and working with GPISD teachers to credential them with ETAMU.



Priority Focus Area 5 – Post-Secondary Readiness

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%).

- **District Strategy: Ensure AP teachers have completed APSI training; create a system of support for AP teachers through mentorship opportunities**





Priority Focus Area 6 – Personnel and Financial Support

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.

District Strategy:

- 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.
- 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.

CURRENT ATTENDANCE STATUS

- The ADA rate at the end of the 3rd quarter (March 14) was 93.19%.
- The current ADA rate as of April 3rd, was 93.34%, falling slightly below our goal but trending upward.

FACTORS IMPACTING ATTENDANCE

- **Flu season.** January’s flu season had a noticeable impact on student attendance, with the ADA rate dropping from 94.23% to 93.42%. This year, the flu season started earlier and is lingering longer than last year.
- **February 3rd:** The attendance rate on February 3rd was 78%. While most of the reported absences were due to illness, many were left unreported. February 3rd also served as a nationwide protest day. The “A Day Without Immigrants” protest significantly impacted student attendance. The protest called for participants to close their businesses, refrain from shopping, remain home from work, and keep their children home from school that day.
- **Enrollment.** Average daily attendance rates are calculated by dividing the number of students attending by the total number of students enrolled. With a lower enrollment, it takes less absences to see significant declines in the overall attendance rate.

COMPARATIVE DISTRICTWIDE ATTENDANCE DATA

- The accompanying chart is a three-year comparison of the overall average daily attendance rate at the end of each quarter. Attendance typically trends downward after the initial weeks of the school year. True to the trend, our attendance rate has declined each quarter.
- We are pleased to share that our attendance rate this year has been higher each quarter than in the past two years!

District Average Daily Attendance Rate Three Year Comparison			
	2022-2023	2023-2024	2024-2025
1 st Quarter	93.6%	93.6%	94.57%
2 nd Quarter	93.1%	92.8%	94.23%
3 rd Quarter	92.8%	92.5%	93.19%
End of Year	93.1%	92.7%	

Motto

Innovate
Educate
Graduate



Mission

The mission of GPISD is to provide an exceptional learning community committed to student academic growth, innovation, and equity for all.

Core Values

- G**row, attract, and retain students and staff through high quality programming.
- P**repare scholars through college, career, and military readiness for the 21st century and beyond.
- I**nnovative and inclusive educational practices.
- S**ecure the largest rate of return on the public's tax dollar by adopting conservative budget practices.
- D**evelop high community standards through the engagement of parents, business, and the community in a collaborative and transparent process.

Vision

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



Upcoming EIC Meetings

~~November 13—Formative Review~~

~~February 26—Formative Review
(including review of Objectives, Activities,
and Strategies)~~

~~April 23—Final~~

