Grand Prairie Independent School District

Daniels Elementary Academy of Science and Math

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
January 05, 2026 at 02:09 PM

Mission Statement

As professional life-long learners, we are committed to providing a caring environment that empowers all students to achieve excellence every day. Through the combined efforts of educators, families, and community members, we will help all children achieve their individual potential for middle school readiness.

Vision

Our vision is to empower all students to acquire, demonstrate, articulate and value academic knowledge and social-emotional skills that will support them as life-long learners to become positive contributors to society.

Value Statement

Making Dreams Come True...One Student At A Time!

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Priority Focus Areas 17

Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex... 18

Priority Focus Area Tables 25

Targeted Support Strategies 26

Additional Targeted Support Strategies 26

Policies, Procedures, and Requirements 27

Comprehensive Needs Assessment

Demographics

Summary

David Daniels Elementary Academy of Science & Math is located in the historic Dalworth community of Grand Prairie and serves students in grades PK3 through 5th grade. The campus has a current enrollment of 366 students with 89% of that population being classified as Economically Disadvantaged and 31% English Language Learners. Ethnic distribution is 59% Hispanic, 33% African American, 3% White, .5% Asian and 3% reporting two or more races. Daniels is a Title I School-wide Program campus and receives State Compensatory Education (SCE) funds. We have a 28% mobility rate and an attendance rate of 92%.

Strengths

Daniels Elementary Academy of Science and Math is located in the heart of the historic Dalworth Community of Grand Prairie. Dating back to the early 1920's, the Dalworth area has been full of rich tradition with a long standing relationship between the school and community members. Daniels has a room in the building dedicated to the history of the school. Alumni students and staff have name plates on the wall, many of these community members are still very active within the Daniels campus and the city of Grand Prairie. When the campus opened in the 1920's the neighborhood originally was predominately African American and now has become a community of many different ethnicities.A school with 89 percent of its students economically disadvantaged and 31 percent English as a Second Language (ESL) learners possesses unique demographic strengths that can be harnessed to foster an inclusive and supportive learning environment. As a Title I school, it receives additional funding to address the needs of its diverse student population, enabling the development of targeted programs that focus on academic success, language acquisition, and holistic development. The high percentage of economically disadvantaged students offers the opportunity for the school to create equitable access to resources and support services, ensuring that every student can thrive despite financial barriers. The presence of a significant number of ESL learners enriches the cultural diversity of the school community, fostering cross-cultural understanding and creating a vibrant, globally aware student body.

The school's impressive 95 percent attendance rate demonstrates the strong engagement of both students and families, despite potential economic and language challenges. This suggests a deep commitment to education and trust in the school's ability to support students' needs. By focusing on inclusive educational practices, leveraging community partnerships, and celebrating the diversity within the school, educators can turn these demographics into strengths that enhance the learning experience for all students. The school's efforts can serve as a model for how to meet diverse needs while fostering an environment of achievement, resilience, and belonging.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	A 28 percent student mobility rate presents challenges in maintaining continuity of instruction, building strong relationships, and ensuring consistent academic progress across the campus.	The root cause of the 28 percent mobility rate could stem from factors such as economic instability, housing insecurity, or transient employment patterns among families, leading to frequent relocations that disrupt students' school enrollment and continuity.

★ = Priority

Student Learning

Summary

The current campus rating is a 79. The Student Achievement Domain is rated a 58 which improved 5 points from the previous year, the Growth Domain is rated at a 79 which improved 24 points from the previous year and the Closing the Gaps domain is rated at 76 which improved nine points from the previous year.

Strengths

Daniels has demonstrated significant progress in key areas, showcasing its commitment to student growth and academic improvement. The Growth Domain, rated at 79, is a notable strength, with a 24-point improvement from the previous year, indicating that students are making considerable academic gains. The Closing the Gaps Domain, rated at 76 with a 9-point improvement, highlights the school's success in addressing disparities among different student groups and promoting equity in education. Although the Student Achievement Domain still needs improvement, the 5-point increase from the previous year suggests that efforts to raise academic performance are starting to yield positive results. Overall, the campus rating of 79 reflects a solid performance, with strengths in growth and gap-closing initiatives.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Despite the school's overall improvement, the Student Achievement Domain, rated at 58, remains a key area of concern, indicating that a significant portion of students are still not meeting grade-level academic expectations.	The root cause of the low Student Achievement Domain rating could be gaps in foundational academic skills, which may be exacerbated by challenges such as high student mobility and the need for more targeted instructional support.

★ = Priority

School Processes & Programs

Summary

Teachers attend weekly PLC meetings. Additional PLCs are offered for struggling teams and individual teachers. PLC's consist of coaching and professional develoment in support of data analysis (formative and summative assessments), lesson internalization for planning, insturctional strategies for execution, and routines and rituals to create a Culture of Belonging. Administrators conduct walk-throughs daily and collaborate on teachers' refinement and reinforcement areas. Teachers attended district trainings over the summer, pre-service, and throughout the school year to help them deepen instructional practices. Administrators, RtI Core Team, and grade level teachers frequently review student data and develop action plans to ensure continuous improvement.

Strengths

The campus demonstrates a strong commitment to continuous improvement through its structured and frequent Professional Learning Communities (PLCs), where teachers receive targeted coaching and professional development to enhance their instructional practices. The additional PLC support for struggling teams and individual teachers reflects a proactive approach to addressing performance gaps and fostering growth. Consistent walkthroughs and the focus on data analysis and action planning by administrators, the RtI Core Team, and grade-level teachers further strengthens the school’s ability to identify student needs and implement timely interventions, driving academic progress. Additionally, teachers’ participation in district trainings throughout the year demonstrates the school’s commitment to deepening instructional practices and promoting a culture of belonging.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Despite the school's commitment to continuous improvement through PLCs and data-driven practices, the limited time for collaboration poses a challenge to fully maximizing these efforts for sustained instructional growth and student achievement.	The root cause of the limited time for collaboration is due to scheduling constraints pf balancing instructional time with professional development- i.e.- tutoring and limited conference period time.

★ = Priority

Perceptions

Summary

Stakeholders, particularly parents and community members, are excited about the renewed focus on strengthening the school-home connection, recognizing the positive impact it has on student success. Parents have expressed enthusiasm for increased communication and engagement opportunities, such as workshops, family events, and regular updates on student progress. Community members are eager to support the school through partnerships, mentoring programs, and volunteering, helping to foster a sense of shared responsibility for student achievement. The collaborative atmosphere is energizing both families and staff, creating a more inclusive and supportive learning environment. This renewed energy is empowering parents to take a more active role in their children's education while enhancing the school’s efforts to build strong relationships with the wider community.

Strengths

A key strength of the renewed school-home connection is the enthusiastic support from community partnerships, which have resulted in generous donations of resources, time, and expertise. These contributions are enabling the school to provide additional materials that directly benefit students, helping to close resource gaps and enhance learning opportunities. The strong collaboration between the school and community partners is fostering a culture of shared investment in student success, ensuring that both families and local organizations feel valued and involved in the school’s mission. These donations are not only boosting the school's capacity to support students but also reinforcing the importance of community engagement in education.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Despite the growing support from community partnerships, the school is still in the early stages of rebuilding, with ongoing challenges in fully leveraging donations and resources to establish sustainable, long-term improvements.	The root cause of the ongoing challenges in fully leveraging donations and resources is the limited time and infrastructure in place during the early stages of the school's rebuilding efforts, which hinders the effective coordination and utilization of community contributions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A 28 percent student mobility rate presents challenges in maintaining continuity of instruction, building strong relationships, and ensuring consistent academic progress across the campus.	The root cause of the 28 percent mobility rate could stem from factors such as economic instability, housing insecurity, or transient employment patterns among families, leading to frequent relocations that disrupt students' school enrollment and continuity.
2 ★	Despite the school's overall improvement, the Student Achievement Domain, rated at 58, remains a key area of concern, indicating that a significant portion of students are still not meeting grade-level academic expectations.	The root cause of the low Student Achievement Domain rating could be gaps in foundational academic skills, which may be exacerbated by challenges such as high student mobility and the need for more targeted instructional support.
3 ★	Despite the school's commitment to continuous improvement through PLCs and data-driven practices, the limited time for collaboration poses a challenge to fully maximizing these efforts for sustained instructional growth and student achievement.	The root cause of the limited time for collaboration is due to scheduling constraints pf balancing instructional time with professional development- i.e.- tutoring and limited conference period time.
4 ★	Despite the growing support from community partnerships, the school is still in the early stages of rebuilding, with ongoing challenges in fully leveraging donations and resources to establish sustainable, long-term improvements.	The root cause of the ongoing challenges in fully leveraging donations and resources is the limited time and infrastructure in place during the early stages of the school's rebuilding efforts, which hinders the effective coordination and utilization of community contributions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Priority Focus Areas

Priority Focus Area 1

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

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

☑ Targeted Support Strategy

Teachers will engage in weekly PLCs focused on foundational literacy skills, phonics, fluency, vocabulary, and comprehension using data to inform lesson planning, modeling, and instructional delivery. Through targeted small-group instruction, evidence-based literacy practices aligned to the Science of Teaching Reading, and family literacy engagement, the campus will strengthen early reading proficiency and ensure students meet grade-level expectations.

Strategy's Expected Result/Impact: Increased phonics, fluency, and comprehension skills for all early learners.

Staff Responsible for Monitoring: Classroom Teachers - implement strategies, participate in PLCs, and deliver targeted instruction.

ICOACH - Provide modeling, coaching, and small-group interventions.

Campus Leadership Team - monitor progress, support PLC facilitation, and ensure fidelity of implementation.

Funding Sources: 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Teachers will implement daily, structured reading routines that include explicit vocabulary instruction, guided reading, and student discussion using complex texts. Lessons will emphasize comprehension strategies and critical thinking aligned to grade-level TEKS.

Strategy's Expected Result/Impact: Students will build deeper understanding of texts, expand academic vocabulary, and show improved comprehension and confidence as independent readers.

Staff Responsible for Monitoring: Classroom Teachers: Implement strategies, participate in PLCs, and deliver targeted instruction.

iCoach: Provide modeling, coaching, and support for small-group instruction.

Campus Leadership Team: Monitor progress, support PLC facilitation, and ensure fidelity of implementation.

Formative Reviews

November	January	March	June

Measurable Objective 2 ☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Teachers will participate in weekly PLCs to strengthen instruction in numeracy foundations, emphasizing conceptual understanding, problem-solving, and math fluency. Using data-driven lesson planning, hands-on learning, and targeted small-group interventions, teachers will deliver rigorous, TEKS-aligned instruction that builds mathematical reasoning and supports all students in meeting grade-level expectations.

Strategy's Expected Result/Impact: Higher math proficiency, reasoning skills, and student confidence.

Staff Responsible for Monitoring: Classroom Teachers - implement strategies, participate in PLCs, and deliver targeted instruction.

ICOACH - Provide modeling, coaching, and small-group interventions.

Campus Leadership Team - monitor progress, support PLC facilitation, and ensure fidelity of implementation.

Formative Reviews

November	January	March	June

Strategy 2

Provide professional development on high-impact math practices and the use of formative

assessments to guide instruction.

Strategy's Expected Result/Impact: Increased percentage of students meeting or exceeding grade-level expectations on district and state math assessments.

Staff Responsible for Monitoring: Classroom teachers, instructional coach, and campus leadership team.

Funding Sources: 199 - General Fund,

Formative Reviews

November	January	March	June

Strategy 3

Implement small-group interventions and hands-on learning activities to reinforce numeracy, fluency, and real-world application of math skills.

Strategy's Expected Result/Impact: By June 2025, the percentage of 3rd-5th-grade students meeting or exceeding growth targets in mathematics will increase by 8%, improving STAAR Math performance and overall problem-solving proficiency.

Staff Responsible for Monitoring: Classroom teachers, instructional coach, and campus leadership team.

Formative Reviews

November	January	March	June

Measurable Objective 3 ☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Increase student engagement, positive behavior, and participation in STEAM learning by implementing school-wide PBIS expectations, consistent SEL lessons, targeted student support, and hands-on STEAM activities.

Strategy's Expected Result/Impact: This approach will help students develop self-regulation, make positive choices, and engage in problem-solving and creative learning, creating a safe, supportive, and inspiring school environment for all.

Staff Responsible for Monitoring: Classroom teachers, STEAM coordinator, counselor, and campus leadership team.

Funding Sources: 199 - General Fund,

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Daniels will increase average family participation in district and campus events from 42 to 50 parents (approximately 19%) by implementing targeted family engagement initiatives, including multilingual communication, interactive events, and opportunities for meaningful involvement.

Strategy's Expected Result/Impact: Fostering stronger family connections and school-community partnerships.

Staff Responsible for Monitoring: Classroom teachers, STEAM coordinator, counselor, and campus leadership team.

Title I:

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Daniels will increase the percentage of students attending 90% or more of school days from 92.7% to 94% by tracking attendance weekly, providing support for students who miss school, recognizing good attendance, and keeping families informed.

Strategy's Expected Result/Impact: Increase the number of students who are in school every day and ready to learn.

Staff Responsible for Monitoring: Classroom Teachers: Monitor daily attendance, communicate with families, and support engagement strategies.

Attendance Clerk / Registrar: Track attendance data and identify trends.

Counselor / SEL Team: Provide interventions, support, and SEL strategies for students with attendance challenges.

Campus Leadership Team: Oversee school-wide attendance initiatives and monitor goal progress.

Funding Sources: 199 - General Fund,

Formative Reviews

November	January	March	June

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Daniels will increase student awareness of future college, career, and military opportunities by hosting a career fair, highlighting STEAM careers through classroom activities and projects, and integrating age-appropriate career discussions into lessons.

Strategy's Expected Result/Impact: Increase students' exploration of interests, build curiosity, and start thinking about their futures.

Staff Responsible for Monitoring: Classroom teachers, STEAM/technology specialists, counselor, and campus leadership team.

Formative Reviews

November	January	March	June

Measurable Objective 8

Students in 3-5 will reach a 10% increase in reading and math, meeting and mastering level student performance. SPED student will increase their baseline score by 5-7% on reading/math STAAR.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Daniels' 3rd-5th grade Special Education students meeting their growth targets in reading and mathematics will increase from 20% to 27% by providing tiered interventions, tutoring, intervention blocks, and technology-based supports; using explicit, scaffolded strategies aligned to TEKS and IEP goals; incorporating assistive technology or accommodations; and collaborating in PLCs with professional development for teachers.

Strategy's Expected Result/Impact: Students will show measurable academic growth in reading and math.

Increased engagement and confidence in learning.

Improved access to grade-level instruction and readiness for future academic success.

Staff Responsible for Monitoring: Special education teachers, classroom teachers, interventionists, and campus leadership team.

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Measurable Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite the school's overall improvement, the Student Achievement Domain, rated at 58, remains a key area of concern, indicating that a significant portion of students are still not meeting grade-level academic expectations.	The root cause of the low Student Achievement Domain rating could be gaps in foundational academic skills, which may be exacerbated by challenges such as high student mobility and the need for more targeted instructional support.

Priority Focus Area Tables

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	Teachers will engage in weekly PLCs focused on foundational literacy skills, phonics, fluency, vocabulary, and comprehension using data to inform lesson planning, modeling, and instructional delivery. Through targeted small-group instruction, evidence-based literacy practices aligned to the Science of Teaching Reading, and family literacy engagement, the campus will strengthen early reading proficiency and ensure students meet grade-level expectations.
1	8	1	Daniels' 3rd-5th grade Special Education students meeting their growth targets in reading and mathematics will increase from 20% to 27% by providing tiered interventions, tutoring, intervention blocks, and technology-based supports; using explicit, scaffolded strategies aligned to TEKS and IEP goals; incorporating assistive technology or accommodations; and collaborating in PLCs with professional development for teachers.

Additional Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	8	1	Daniels' 3rd-5th grade Special Education students meeting their growth targets in reading and mathematics will increase from 20% to 27% by providing tiered interventions, tutoring, intervention blocks, and technology-based supports; using explicit, scaffolded strategies aligned to TEKS and IEP goals; incorporating assistive technology or accommodations; and collaborating in PLCs with professional development for teachers.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024