

**Grand Prairie Independent
School District**

Johnson DAEP

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

Johnson DAEP has a culturally and economically diverse population. Our demographics change every week. We are currently 78% male, 22% female, 65% Hispanic, and 28% African American. 37% of our students are ESL, 11% receive SPED services, 15% receive 504, and 97.2% are labeled as At Risk,

We are a disciplinary Alternative Education Placement Center for all secondary campuses in grades 6-12 in GPISD.

We strive to provide continuous academic programs when students transfer from their home campuses. We utilize technology to make the transition as seamless as possible and provide leadership training for students.

Strengths

Our staff is intentional about getting to know our students and building positive relationships with them. We provide SEL during advisory class each Monday and Friday. We also have Wednesday circle in which the teachers and students participate in a getting to know you question for the day. We focus on students and their individual needs.

We provide Drug Intervention counseling and include guest speakers from different careers to motivate students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Demographics changing on a weekly basis.

Students coming for not following code of conduct at home campus.

 = Priority

Student Learning

Summary

Johnson DAEP participates in all State and district assessments. We track our student's progress, and it is reported and tracked back to each student's home campus.

Strengths

Johnson DAEP students continue to follow the district curriculum. Johnson DAEP students get the same tutoring opportunities as the home campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Student DAEP placements not long enough to track student data.

Some students lost valuable instructional time due to attendance and behavioral issues.

 = Priority

School Processes & Programs

Summary

All staff receive professional development throughout the school year to support their individual needs and interests.

PLC is offered to DAEP teachers each quarter by visiting different secondary campuses. These are scheduled with the strategist and home campus admin. This will give DAEP teachers to opportunity to learn, collaborate and share best practices.

Administration attend monthly, quarterly and annual local and state-level leadership development sessions.

Strengths

PLC for English, Math, Sceicne and Social Studies by visiting home campuses (1X per Quarter).

Designated time Wednesday afternoons for staff meeetings that include professional development opportunities.

Special programs are supported within the master schedule (LEP, SpEd.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 846 380">Teachers only visit home campuses for PLC 1X per quarter.</p>	<p data-bbox="902 317 1487 411">We have 4 core teachers in MS and 4 core teachers in HS, we don't have the opportunity to build PLC in the master schedule due to number of teachers.</p>

★ = Priority

Perceptions

Summary

Johnson DAEP promotes positive behavior and interaction with all stakeholders. We share GPISD mission, vision, and culture.

Strengths

Johnson DAEP Teachers and counselor have access to administrators, parents, students, and home campuses. Johnson DAEP is a proactive campus always looking for ways to have positive interactions with all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1

Some stakeholders thinking we are over staffed. 180 unit is housed at DAEP, their staff show they are part of the DAEP staff.



Student population fluctuating depending on the time of the year.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Demographics changing on a weekly basis.

Students coming for not following code of conduct at home campus.

2
★

Student DAEP placements not long enough to track student data.

Some students lost valuable instructional time due to attendance and behavioral issues.

3
★

Teachers only visit home campuses for PLC 1X per quarter.

We have 4 core teachers in MS and 4 core teachers in HS, we don't have the opportunity to build PLC in the master schedule due to number of teachers.

4
★

Some stakeholders thinking we are over staffed. 180 unit is housed at DAEP, their staff show they are part of the DAEP staff.

Student population fluctuating depending on the time of the year.

★ = Priority



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

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

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

English/ELAR teachers will receive more training about refining their instruction using targeted small group instruction. Sped teachers will help planning with English teachers and teaching a group, in order to support the student's home campus' efforts.

Strategy's Expected Result/Impact: By June 2026, Johnson DAEP will elevate the number of 8th grade students that perform at meets grade level or above on STAAR/EOC reading by 3%

Staff Responsible for Monitoring: Teachers/Admin

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Demographics changing on a weekly basis.

Students coming for not following code of conduct at home campus.

Measurable Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers only visit home campuses for PLC 1X per quarter.

We have 4 core teachers in MS and 4 core teachers in HS, we don't have the opportunity to build PLC in the master schedule due to number of teachers.

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

Establish clear goals for Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate), and professional development, provide targeted training for staff, ensure consistent implementation with regular monitoring for fidelity, and engage stakeholders through ongoing communication while celebrating successes to maintain momentum. Establish a core team to oversee the implementation of Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate), provide targeted training on de-escalation and restorative practices, monitor progress through data and feedback, adjust strategies as needed, and maintain regular communication with stakeholders to ensure ongoing support and engagement.

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Johnson DAEP will refine PBIS and 3C's school wide.

Strategy's Expected Result/Impact: By June 2026, DAEP will have 50% of enrolled students earn a successful week by obtaining at least 1530 points per week through the execution of the ELEVATE framework, utilization of the 3C's in 100% of classrooms and the implementation of positive behaviors interventions and supports (PBIS). Rewards include free dress day, snack cart, door prizes.

Staff Responsible for Monitoring: Teachers, Admin, Support Staff, Social worker, ISS Teacher

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Demographics changing on a weekly basis.

Students coming for not following code of conduct at home campus.

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

DAEP will continue to engage parents through weekly orientations and use this time to address

any specific needs of the families in attendance. The campus family engagement liaison will collaborate with key stakeholders and submit a monthly report to monitor and assess participation level.

Strategy's Expected Result/Impact: DAEP will increase overall family engagement participation by 10%

Staff Responsible for Monitoring: Teacher and Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

DAEP will track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Create individualized attendance improvement plans for students with chronic absenteeism and host monthly recognition initiatives for students with improved or perfect attendance. Develop campaigns that promote staff attendance, and provide access to resources such as transportation assistance, school health services, and counseling for at-risk families. Remind students of individual attendance goals during impromptu chats and offer parent meetings to address chronic absenteeism.

Strategy's Expected Result/Impact: By June 2026, DAEP will increase overall average daily attendance (ADA) from 79% to 82% by enhancing campus culture through the implementation of the ELEVATE framework, positive behavior interventions and supports (PBIS), DAEP perfect attendance raffles (rewards, door prizes and snack cart).

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Demographics changing on a weekly basis.	Students coming for not following code of conduct at home campus.

Measurable Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student DAEP placements not long enough to track student data.	Some students lost valuable instructional time due to attendance and behavioral issues.

Measurable Objective 6 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Some stakeholders thinking we are over staffed. 180 unit is housed at DAEP, their staff show they are part of the DAEP staff.	Student population fluctuating depending on the time of the year.

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

Support Home Campuses in making sure seniors continue TXBC.

Strategy's Expected Result/Impact: The number of graduates who meet the CCMR criteria for A-F accountability will increase from 90% to 95%

Staff Responsible for Monitoring: Teachers, social worker, admin

Formative Reviews

Some Progress

November

January

March

June



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