

Grand Prairie Independent School District



2025-2026 District Improvement Plan

Board Approval Date:
October 16, 2025

Public Presentation Date:
October 16, 2025

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.

Value Statement

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

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 less than 26,000 students within the Dallas County portion of Grand Prairie. GPISD consists of:

- 19 elementary schools
- 6 middle schools
- 4 high schools
- 2 grades 6-12 campuses
- 2 grades Pre-K-8 campus
- 1 grades 1-8 campus
- 1 disciplinary alternative education school

The District has a diverse student population with 69.99 percent Hispanic students, 16.66 percent Black/African-American students, 7.04 percent White students, 3.34 percent Asian students, 2.43 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 73.31% eligible for free or reduced-price lunch. 2.73 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, 17.18% of GPISD students receive special education services or are served by 504 plans, and 37.76% are English language learners (ELL). For the 24-25 school year, 7.21% of students are identified as gifted and talented and receiving services aligned with their needs. Currently, 1499 students are in at least one dual credit course, 1998 students are in at least one dual enrollment/OnRamps course, and 618 students are in at least one AP course.

In the 24-25 school year, 12,338 discipline actions were issued in the district. Of those, there were 719 at the elementary school level, 2,451 at the middle school level, and 9,168 at the high school level. The top three offenses for 24-25 were inappropriate behavior, skipping class, and Yonder pouch violations. A total of 570 alternative school placements were issued in the 24-25 school year; 14 at the elementary school level; 173 at the middle school level, and 383 at the high school level. The most common reason for alternative school placement involved controlled substances. GPHS, SGPHS and Arnold MS had the highest number of alternative school placements.

According to the most recent Texas Academic Performance Report (TAPR, 2024-2025), the mobility rate within the district is 17.3% and our graduation rate is 93.2% with a drop out rate of 5.2%. The 23-24 attendance rate

overall for GPISD stands at 92.6%. Early education and high school attendance rates fall below the district average (around 92.3% and 91.7% respectively). Enrollment has steadily declined in GPISD over the last five years from 28,145 students in 2021 to 25,903 in 2025. 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 18.1% teacher turnover rate (according to most recent 2024-2025 TAPR report). This rate is less than the state average for the same time period, 18.8%, and is influenced by retirees and resignations. Approximately 36% of teaching staff have 0-5 years of experience. The average years of teaching experience among our educators is 10 years, with 30% 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 24-25 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: 24-25 TAPR report (most recent report available at the time of CNA); Past and current PEIMS data; past and current departmental data

Strengths

- Diverse population
- 1,883 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
- 24-25: 3 National Merit Commended students and 1 National Merit Finalist
- 4-year graduation rate over the Region 10 and State average
- North Texas and the Grand Prairie area have strong, growing economies

Student Learning

Summary

Student Learning Summary

2025 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 - 2025 can be found below.

Reading Language Arts Performance - Grade 3	GPISD Meets	State Meets
2024	35%	38%
2025	38%	43%

- Meets grade level: The district saw a 3 percentage point increase that represents 3% growth in student performance. The state saw a 5 percentage point difference representing a 5% growth.
- The chart shows our GPISD progress from last year to this year in relation to the state. At the meets level we widened our gap with the state by 2 points.

Math - Grad 3	GPISD Meets	State Meets
2024	34%	35%
2025	38%	40%

- Meets grade level: The district saw an 4 percentage point difference that represents a 4% increase in student performance. The state saw a 5 percentage point difference, representing a 5% increase.
- The chart shows our GPISD progress from last year to this year in relation to the state. At meets grade level we widened the gap with the state by one point.

English Language Arts - Grade 8	GPISD Meets	State Meets
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2024	42%	48%
2025	38%	51%

- Meets grade level: The district saw a 4 percentage point difference that represents an 4% loss in student performance. The state saw a 3 percentage point difference also representing a 3% increase.
- The chart shows our GPISD progress from last year to this year in relation to the state. At meets grade level we widened the gap with the state by 7 points.

2020-2025 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			
	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Year				
Met TSIA ELA	17	16	13	6
Met ACT ELA	1	1	3	11
Met SAT ELA	32	30	31	33
Met ELA College Prep	0	15	58	68
Total ELA TSI Criteria Met	40	49	78	86
Met TSIA Math	11	11	10	9
Met ACT Math	1	1	2	8
Met SAT Math	19	16	15	13
Met Math College Prep	11	14	54	70
Total Math TSI Criteria Met	36	37	70	82
Total ELA and Math TSI Criteria Met	24	31	65	76
Dual Credit	27	19	18	23
AP/IB (3 or higher on one exam)	16	15	14	14
Associates	4	4	4	4

Degree				
OnRamps College Credit (Any)	13	13	11	11
Industry-Based Certifications (IBC)	7	7	5	11
IEP Workforce Readiness	1	1	1	1
Armed Forces or TX National Guard				1
SPED Advanced Diploma Plan	5	5	6	4
Level I or II Certificate	0	0	0	0
CCMR Graduate	51	53	76	84

*Class of 2025 preliminary values will be available later this fall and will not be finalized until summer 2026.

2025 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 24-25 school year, a total of 9,040 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	15	45	24	33	18
Intermediate	27	40	33	38	51
Advanced	33	12	23	23	27
Advanced High	24	2	20	6	4

Strengths

Significant student gains in CCMR over the past two school years.

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)
- 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:

- 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)

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

Perceptions

Summary

FAMILY ENGAGEMENT SURVEY

The End-of-Year Family Engagement Parent Survey was conducted in May 2025. The survey was distributed to all families in the Grand Prairie Independent School District (GPISD) via email and remained open for two months. It included ten multiple choice questions and one open-ended question. Four new questions were introduced this year that focused on academic, CCMR, and family engagement participation. District-wide results were based on 2,950 responses. Key findings from the survey are as follows:

Feeling Welcomed: Approximately 75% of respondents reported feeling "welcomed" at their child's school, indicating a positive perception of the school environment. This is an increase to the previous two year's data, which showed 66% in May 2024 and 67% in May 2023.

Safety Measures: About 75% of respondents felt that the safety measures at their child's school were "effective," reflecting confidence in the school's security protocols. This percentage is an increase to the previous year's result of 59% and 58% to the year before in May 2023.

Overall Experience: A majority, 76%, reported having a "positive" experience as a GPISD parent or guardian, reflecting overall satisfaction. This is a significant increase to the previous school year at 54% and 57% in May 2023.

Communication: Approximately 68% of respondents felt that their child's school communicated "well" regarding events and activities, indicating effective communication practices. This is a slight increase to previous year's result of 62% and 61% in May 2023.

Contacting Teachers: 71% of respondents found that it was "easy" to contact school staff for questions or concerns, emphasizing strong parent-teacher communication. This is a slight increase to previous year of 68% who were "likely" to contact their child's teacher regarding academic needs or other supports, compared to 72% in May 2023.

Academic Family Engagement Opportunities: 63% of respondents felt that their campuses were "very effective" in providing academic family engagement opportunities. This year, the question was updated to focus specifically on academic opportunities, rather than general awareness as in previous years. In May 2024, 85% of respondents reported being aware that GPISD offers both campus and district parent workshops, showing strong awareness of available resources, up from 82% in May 2023.

Family Engagement Participation: A new question added to this year's end-of-year survey asked families how often they participated in campus family engagement events. Thirty-nine percent (39%) of respondents reported participating frequently, while 46% participated occasionally. Families were also asked to identify barriers to participation, and nearly half (49%) cited work or time constraints as the biggest challenge. Additionally, about one in five families (19%) said they were unaware of events, highlighting a need to strengthen school-to-home communication.

CCMR Informed: 42% of respondents felt that they were more informed about college, career, military readiness than when they started the school year. While 47% indicated that they felt about the same. This indicates that awareness is steady but not improving significantly. Opportunities exist to better promote academic and future-readiness initiatives to families.

Student Academic Progress: Seventy-four percent (74%) of respondents felt their student made strong academic progress and is ready for the next school year, while only 3% expressed concern that their student is not ready. These results suggest that families largely view student growth positively, which aligns with the district's overall positive experience ratings.

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. Family Engagement 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

The Community Visioning Committee met as a representative body of stakeholders, including members recommended by the Board and Superintendent, as well as community members, staff, parents, and students. Participants were organized into groups to study critical areas such as:

- 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 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 established the foundation for the goals and objectives outlined in the District Improvement Plan.

The District continues to build on this foundation by seeking ongoing community and stakeholder input through active partnerships with groups such as the Ministerial Alliance, Rotary Club, Senior Citizen organizations, and Realtor associations. These ongoing conversations help ensure that the District’s strategies remain responsive to community needs and expectations over time.

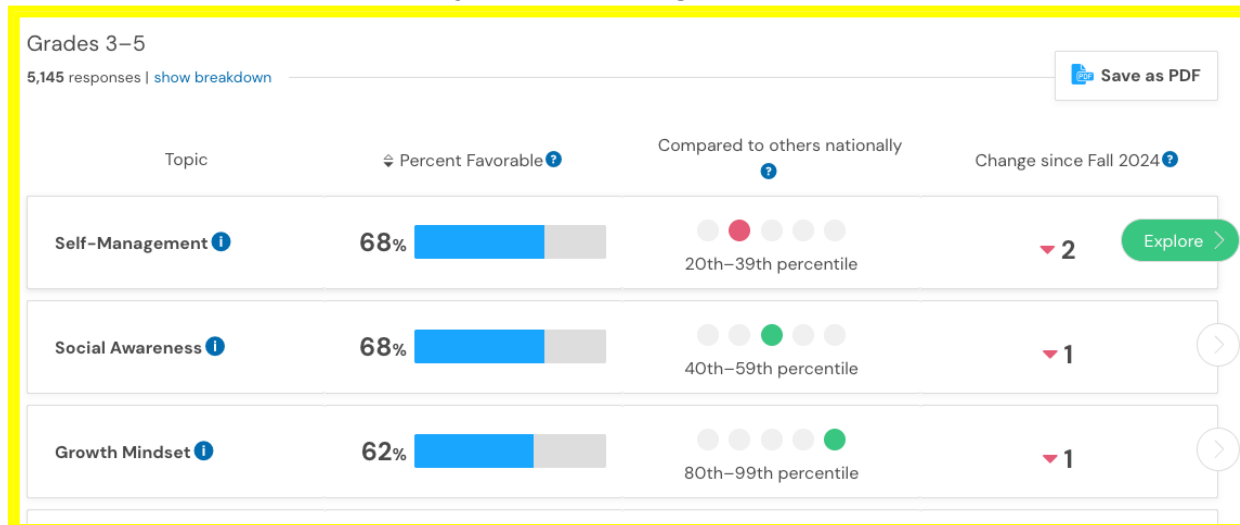
Panorama Student School Climate/SEL Screener Survey

Each year, our students take part in the Panorama survey, giving us valuable insight into how connected they feel, their sense of belonging, and their strengths in areas like self-efficacy, self-management, growth mindset, and social awareness. In Spring 2025, more than 78% of GPISD students participated, an increase from previous years that provides us with strong, reliable data to guide our work.

Panorama Survey Measures:

- **Student Competency and Well-Being**
 - Students respond to questions about how they perceive their own social-emotional skills.
- **Student Sense of Relationships and Belonging**
 - Students respond to questions about their perceptions of the campus culture and environment.

Grades 3-5: Student Competency and Well-Being



For grades 3–5, a total of 5,145 students responded to the Panorama Social-Emotional Learning survey, which asked them to reflect on their own social-emotional skills. The results show steady performance in several areas, with small shifts compared to Fall 2024.

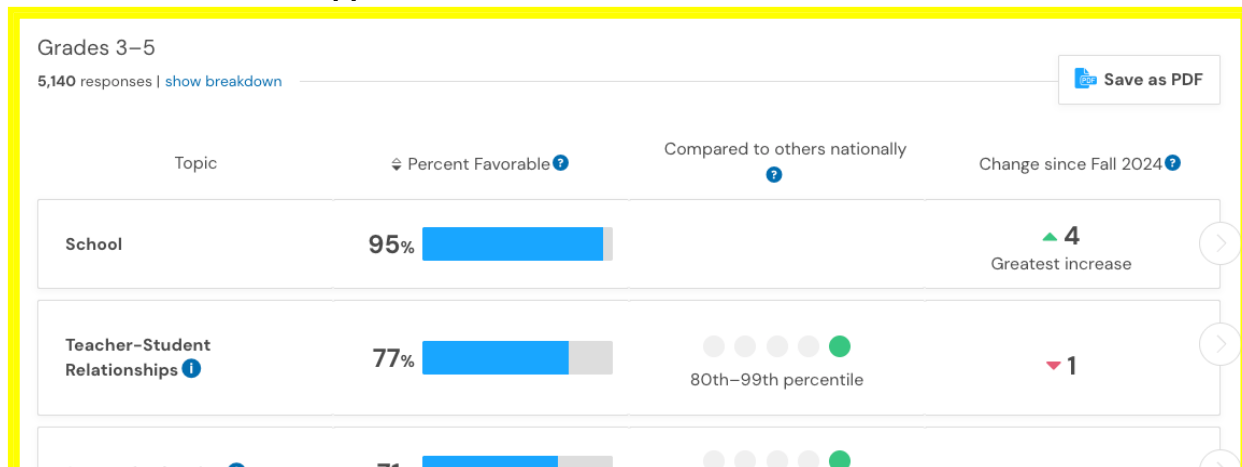
Self-Management and **Social Awareness** were the highest-rated competencies, with 68% of students responding favorably in both areas. Nationally, Self-Management placed in the 20th–39th percentile, suggesting that while a majority of students feel positive about managing their emotions and behaviors, performance lags behind national averages. This represents a slight decline of 2 percentage points from Fall 2024. Social Awareness, meanwhile, landed in the **40th–59th percentile nationally** and declined only by 1 point, showing

relative stability.

Growth Mindset scored 62% favorable, placing students in the **80th–99th percentile nationally**, making this the strongest comparative area. Despite this strong ranking, scores dipped by 1 point since Fall 2024, suggesting that students continue to see themselves as capable of improving with effort, though there may be slight erosion in confidence over time.

Self-Efficacy scored the lowest, with 54% of students responding favorably. Still, compared to others nationally, this score falls in the **40th–59th percentile**, showing students' sense of academic and personal capability is roughly on par with national peers. Encouragingly, this measure showed **no change since Fall 2024**, holding steady even as other areas experienced small declines.

Grades 3-5: Student Supports & Environment



For grades 3–5, a total of 5,140 students provided feedback on their school environment and the supports available to them. The results reflect overall positive perceptions, with notable strengths in school climate and relationships.

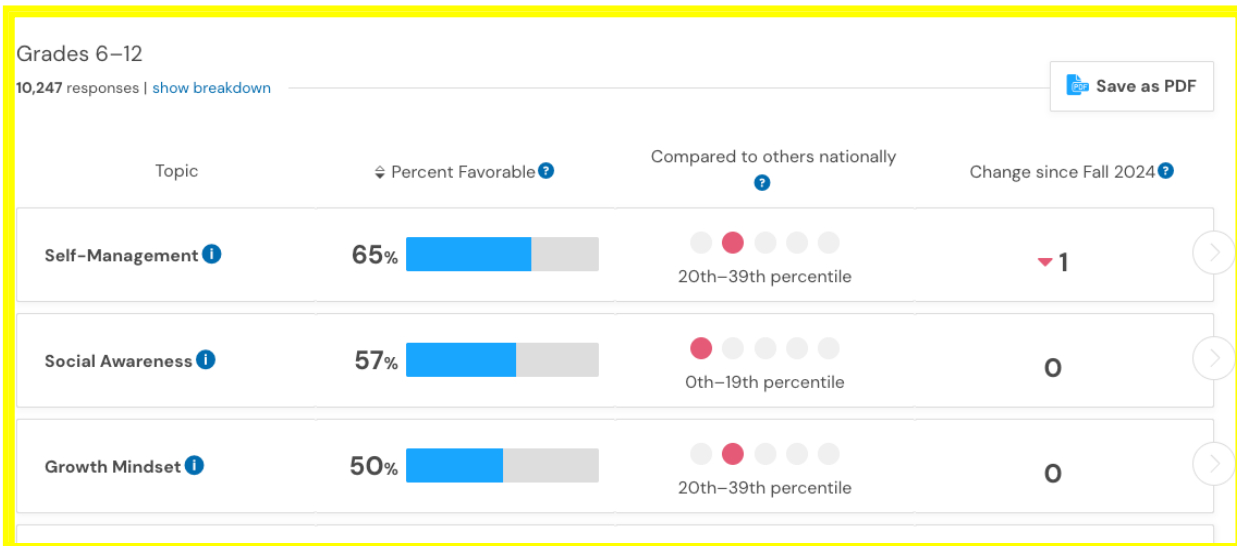
The strongest outcome was in the area of **School**, where an overwhelming 95% of students responded favorably. This represents the greatest increase since Fall 2024, with a 4-point gain, and indicates that nearly all students feel positively about their overall school experience.

Teacher–Student Relationships also scored strongly, with 77% favorable responses. Nationally, this placed in the 80th–99th percentile, demonstrating that students feel a high degree of trust and connection with their teachers compared to peers nationwide. However, this measure did decline slightly by 1 point from the previous fall.

Similarly, **Sense of Belonging** was rated at 71% favorable, also ranking in the 80th–99th percentile nationally. While this reflects that a strong majority of students feel included and connected within their school community, the score dropped by 1 point since Fall 2024, indicating an area to monitor for continued improvement.

Overall, the data indicate that students have a highly positive view of their schools and teacher relationships, with belonging remaining a significant strength, despite small declines, suggesting opportunities for further support.

Grades 6-12: Student Competency and Well-Being



For grades 6–12, 10,247 students participated in the Panorama Social-Emotional Learning survey, offering insights into how they perceive their social-emotional skills. The results reveal areas of concern, particularly when compared to national peers, while also showing small signs of improvement in certain competencies.

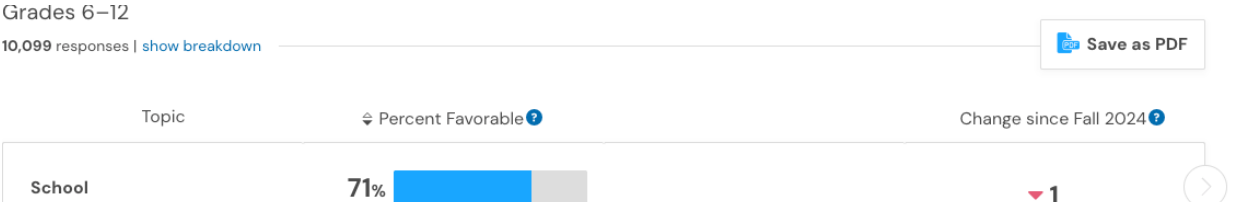
Self-Management was the highest-rated competency, with 65% of students responding favorably. However, this still placed in the 20th–39th percentile nationally, slightly below average, and represented a 1-point decline since Fall 2024. This suggests that while a majority of students feel they can manage their emotions and behaviors, their skills lag behind many of their peers nationwide.

Social Awareness received 57% favorable responses, placing students in the lowest range nationally (0th–19th percentile). This indicates that fewer students than average report understanding and empathizing with others’ perspectives, and this score showed no improvement since the last survey.

Growth Mindset was identified as another challenge area, with 50% favorable responses, ranking in the 20th–39th percentile nationally. Although unchanged from Fall 2024, the score highlights the need for intentional strategies to help students see effort as a path to improvement.

Self-Efficacy was the lowest-rated competency at 44% favorable, also placing in the 0th–19th percentile nationally. Despite this, it showed the greatest increase since Fall 2024, improving by 2 percentage points. This suggests early progress in students’ confidence in their own abilities, though the measure remains a critical area for targeted support.

Grades 6-12: Student Supports & Environment



For grades 6–12, 10,099 students shared feedback on their overall school experience. The results showed that

71% of students responded favorably when asked about their school environment. While a strong majority of secondary students view their school positively, this represents a 1-point decline since Fall 2024, suggesting a slight dip in satisfaction over time.

Although the overall perception remains relatively strong, the small decrease highlights the importance of continuing to strengthen students' school experiences, ensuring that the environment remains supportive, engaging, and welcoming for all learners.

Strengths

- Students in grades 3-5 have a positive perception of their schools.
- Teacher–student relationships emerged as a key strength, with students expressing positive views of their connections with teachers..
- GPISD students in grades 3-5 demonstrate a significantly strong sense of social awareness.
- 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 a strong awareness of parent workshops, with high participation in family engagement activities.
- Improvements have been made in creating a welcoming atmosphere at more campuses.



Priority Problem Statements

Problem Statement

Root Cause

1
★

The district's total student enrollment has significantly declined over the past five years, impacting both funding and resource allocation.

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.

2
★

We have a high mobility rate.

Families transition in and out of the district due to a limited amount of affordable housing in the area.

3
★

Teacher turnover has decreased in the last three years and is just below the state rate, but still creates a vacancy in approximately one in five classrooms each year. The percentage of staff with 0-5 years of experience are higher than the state average.

There is a need to continue 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.

4
★

Enhanced communication is needed for families about services provided by the district and campuses.

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.

5
★

Gains need to be made in science achievement.

Students need more time performing hands-on experiments.

6
★

Improvements are needed in writing.

Students need more practice writing by correctly answering the prompt, using text evidence, and explaining the reasoning of their answer based on the text evidence.

7
★

The performance of our English language learner population falls below the performance of our other student populations.

Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

8
★

Gains need to be made in math achievement.

Our teachers need more training and support with math content, allowing discourse in the classroom, conceptual understanding through the CRA model, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

9
★

Students are not understanding what they are reading.

Students are not able to decode the text and/or they are not able to comprehend the text in order to answer questions.

10
★

More support with the effective implementation of personalized instruction is needed.

Teachers need more training and coaching on how to effectively implement small group instruction, use of exit tickets, and how to integrate programs like iReady and IXL to enhance instruction.

11
★

Increase the IBC pass rate percentage for CTE "Completers" (students who successfully complete a CTE coherent sequence). A-F accountability recognizes industry-based certifications obtained by CTE "Completers" only.

Test preparation

12
★

Implementation of professional learning throughout the year.

There are no built-in days for teachers to attend professional learning so they must take time from PLCs, after school, or staff meetings. To make professional learning successful, there must be time built in and follow through.

13
★

While GPISD's Schools of Choice offer innovative learning pathways (Fine Arts, Leadership, Montessori, Environmental Science/STEM, and World Languages), professional development systems have not yet been fully differentiated to meet the unique pedagogical needs of these specialized programs.

PD focuses mainly on traditional instruction, lacking emphasis on specialized methods like Montessori, arts integration, STEM inquiry, and dual-language. Cross-campus collaboration is limited, hindering best practice sharing. Onboarding and ongoing learning aren't fully aligned to nontraditional teaching needs.

14
★

As GPISD's Schools of Choice continue to grow and evolve, professional learning must reinforce the shared vision of innovation and academic excellence established at each program's inception. Without ongoing structures to re-engage staff in this vision, consistency in instructional expectations and program fidelity can diminish over time.

Annual onboarding and professional development for new staff have not been systematically embedded to ensure a consistent understanding of each school's instructional model and academic priorities. Original training and launch structures focused on establishing program identity but have not been regularly refreshed to sustain shared practices as staffing and leadership change.

15
★

As GPISD continues to expand its Schools of Choice offerings, professional learning systems must ensure that innovative instructional practices remain closely aligned with academic standards and expectations for student mastery.

PD lacks full balance between creative, theme-based learning and TEKS alignment. Current structures highlight innovation and program identity but don't always link to quality materials or assessments. Limited collaboration across Schools of Choice hinders coherence in instruction and student outcomes.

16
★

While elementary students report highly positive perceptions of their schools and teacher-student relationships, their sense of self-efficacy remains the lowest-rated competency at 54%. This suggests that many students are not fully confident in their ability to succeed academically or personally, even though they generally feel supported and connected within their school communities.

Strong overall school climate & high trust in teachers may not always translate into opportunities for students to independently practice & apply problem-solving skills. Instructional practices & supports may emphasize external encouragement more than cultivating internal confidence, leaving students less likely to perceive themselves as capable of overcoming challenges without assistance.

17
★

Secondary students report lower levels of social-emotional skills compared to national peers, with particularly concerning results in self-efficacy & social awareness. Although students show some improvement in self-efficacy, overall results indicate that many do not feel capable of achieving their goals or fully understanding others' perspectives, which impacts their sense of belonging in school.

Adolescents face increased academic pressures, complex peer dynamics, and heightened social expectations. Limited access to consistent, developmentally appropriate SEL instruction and restorative practices at the secondary level may contribute to weaker perceptions of self-confidence and empathy.

18



Many families experience competing work and personal commitments that limit their ability to attend events. Additionally, inconsistent communication practices across campuses contribute to families being unaware of opportunities to participate.

Families are not consistently participating in family engagement opportunities due to scheduling conflicts and gaps in communication between home and school. Without coordinated and timely outreach, families may miss valuable opportunities to connect, reducing overall engagement and support for student success.

19



Information about academic supports, student progress, and College, Career, and Military Readiness (CCMR) opportunities is not consistently communicated or reinforced across all campuses, leading to uneven family awareness and engagement.

Families lack consistent access to timely and clear information about academic supports and college/career readiness opportunities, limiting their ability to engage meaningfully in their child's educational planning and success.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

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
- 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
- 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
- Action research results



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

High-Quality Instructional Materials (HQIM):

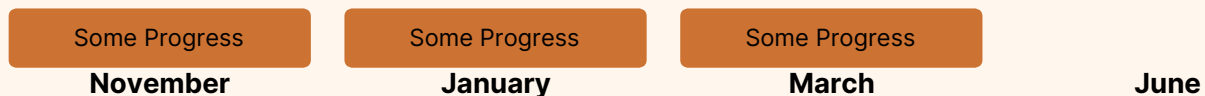
- Fully implement approved HQIM across all classrooms to ensure alignment with the science of reading and grade-level expectations.
- Provide differentiated scaffolds and extensions within HQIM to meet the needs of emergent bilinguals, students with disabilities, and advanced learners.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & Teaching & Learning Team

Funding Sources: Staffing & Resources 199 - General Fund, , Staffing & Resources 263 Title III, , Staffing & Resources 224 - IDEA B, Formula, , Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE,

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Strategy 2

Instructional Technology Integration:

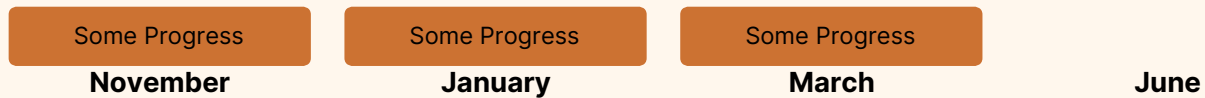
- Utilize iReady to provide personalized literacy instruction and monitor student progress in foundational reading skills.
- Implement NWEA MAP Growth to assess student proficiency and growth in reading, informing instructional decisions and intervention planning.
- Use MAP Reading Fluency to screen and monitor oral reading fluency, comprehension, and foundational skills, especially in early grades.
- Train teachers to analyze and apply data from iReady, MAP Growth, and MAP Fluency to guide small group instruction and tiered interventions.
- Leverage native applications on student iPads to promote critical thinking, collaboration, communication, and creativity within daily instructional practices.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 199 - General Fund, , Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE,

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Strategy 3

Professional Learning - Offer ongoing, differentiated professional development focused on:

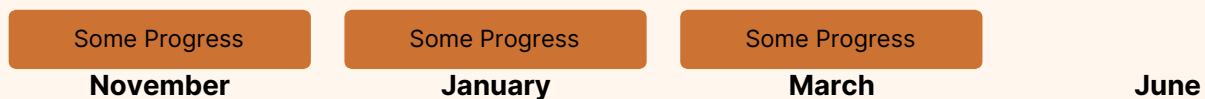
- Effective use of HQIM
- Data-driven instruction using iReady
- Small group literacy strategies
- Inclusive practices for bilingual, SPED, and advanced academics
- Aligning professional development sessions with district coaching priorities and PLC goals.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & resources 224 - IDEA B, Formula, , Staffing & Resources 263 Title III, , Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 4

Instructional Coaching:

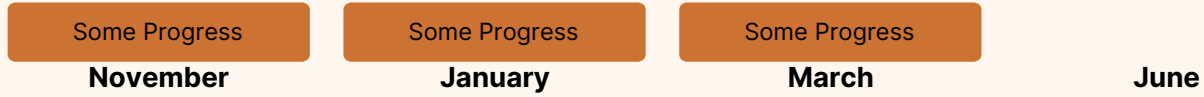
- Deploy instructional leaders to support teachers through personalized coaching cycles focused on:
- HQIM implementation
- Data analysis and instructional planning
- Language development strategies
- Writing for comprehension
- Collaborate with bilingual, SPED, advanced academics, and instructional media specialists to ensure coaching is inclusive and responsive.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund, , Staffing & Resources 211 - Title 1, , Staffing & Resources 224 - IDEA B, Formula, , Staffing & Resources 263 Title III,

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Strategy 5

Professional Learning Communities (PLCs):

-Strengthen PLCs to serve as hubs for collaborative planning, data analysis, and instructional reflection.

-Internalization of HQIM and standards, iReady data reviews, and student work analysis into weekly PLC agendas.

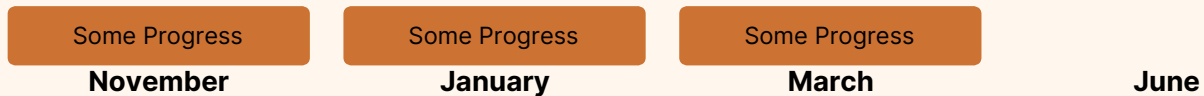
-Ensure representation from bilingual, SPED, instructional technology, and advanced academics teams to support differentiated planning and intervention.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 224 - IDEA B, Formula, , Staffing & Resources 211 - Title 1, , Staffing & Resources Title II, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE, , Staffing & Resoures 263 Title III,

Formative Reviews



Strategy 6

Monitoring & Support:

-Conduct regular learning walks and standardized observations to monitor fidelity of HQIM and instructional technology use.

-Use exit tickets and demonstrations of learning to progress monitor and identify instructional gaps.

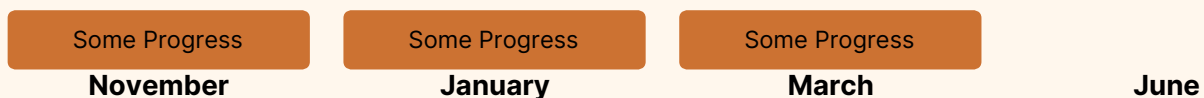
-Provide targeted interventions and coaching for campuses or grade levels not meeting literacy benchmarks.

Strategy's Expected Result/Impact: 10% increase in STAAR Reading

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund,

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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

High-Quality Instructional Materials (HQIM):

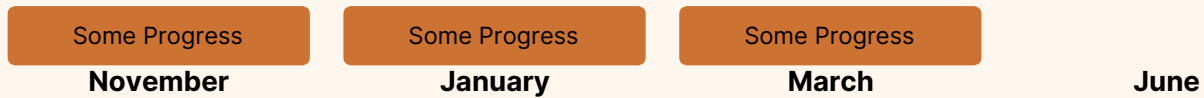
- Fully implement TEA-approved HQIM for mathematics across all K-3 classrooms to ensure alignment with state standards and mathematical rigor.
- Embed differentiated scaffolds and enrichment tasks within HQIM to support the learning needs of emergent bilinguals, students with disabilities, and advanced learners.
- Ensure vertical alignment and coherence in mathematical concepts and vocabulary across grade levels.

Strategy's Expected Result/Impact: 15% increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 199 - General Fund, , Staffing & Resources 211 - Title 1, , Staffing & Resources 224 - IDEA B, Formula, , Staffing & Resources 199 - SCE, , Staffing & Resources 263 Title III,

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Strategy 2

Instructional Technology Integration:

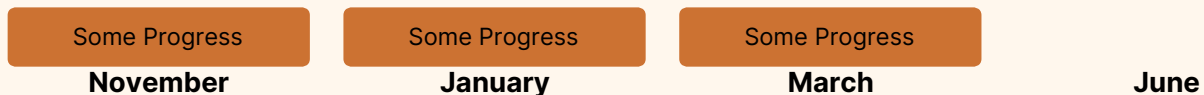
- Utilize iReady Math to deliver personalized instruction, monitor student progress, and identify gaps in foundational math skills.
- Implement NWEA MAP Growth (Math) to assess student proficiency and growth, guiding instructional planning and intervention.
- Leverage student iPad apps to promote mathematical reasoning, collaboration, and problem-solving through interactive tools and digital manipulatives.
- Engage Instructional Media Specialists to train and support teachers in integrating technology into daily math instruction and small group activities.

Strategy's Expected Result/Impact: 15 % increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund,

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Strategy 3

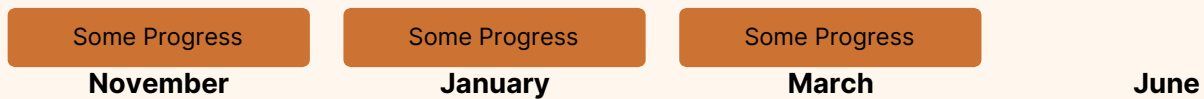
Professional Learning - Provide ongoing, differentiated professional development focused on:
-Effective use of HQIM in mathematics instruction
-Data-driven decision-making using iReady Math and MAP Growth Strategies for small group math instruction and conceptual development
-Inclusive practices for bilingual, SPED, and advanced academics students
-Aligning professional development with district coaching priorities and PLC goals to ensure coherence and impact.

Strategy's Expected Result/Impact: 15% increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing 199 - General Fund, , Staffing & Resources 211 - Title 1, , Staffing 199 - SCE,

Formative Reviews



Strategy 4

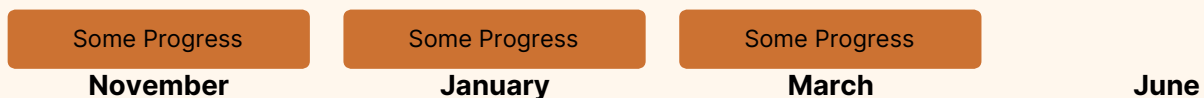
Instructional Coaching:
-Deploy instructional leaders to support teachers through personalized coaching cycles focused on:
-HQIM implementation and lesson internalization
-Use of formative and diagnostic data to guide instruction
-Development of mathematical discourse and problem-solving strategies
-Collaborate with bilingual, SPED, and advanced academics specialists to ensure coaching is inclusive and responsive to diverse learner needs.

Strategy's Expected Result/Impact: 15% increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 5

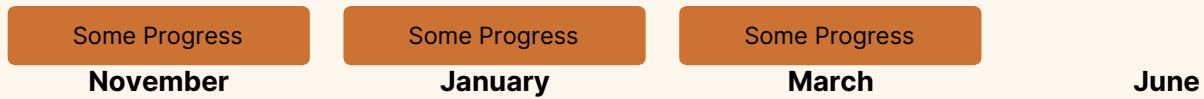
Professional Learning Communities (PLCs):
-Strengthen PLCs to serve as collaborative spaces for math planning, data analysis, and instructional reflection.
-Integrate HQIM unpacking, iReady Math and MAP Growth data reviews, and student work analysis into weekly PLC agendas.
-Ensure representation from bilingual, SPED, advanced academics, and Instructional Media Specialists to support differentiated planning and technology integration.

Strategy's Expected Result/Impact: 15% increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE, , Staffing & Resources 211 - Title 1,

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Strategy 6

Monitoring & Support:

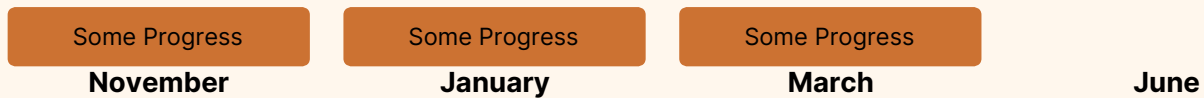
- Conduct regular learning walks and standardized observations to monitor fidelity of HQIM and instructional technology use in math classrooms.
- Use exit tickets, math journals, and demonstrations of learning to monitor student progress and identify instructional gaps.
- Provide targeted interventions, coaching, and resource support for campuses or grade levels not meeting math proficiency benchmarks.

Strategy's Expected Result/Impact: 15% increase in STAAR Math

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning Team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund,

Formative Reviews



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

Strategy 1

High-Quality Instructional Materials (HQIM):

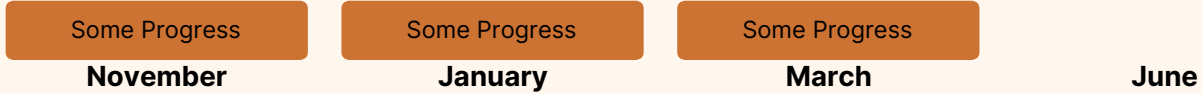
- Fully implement TEA-approved HQIM for middle school English Language Arts and Reading (ELAR) to ensure alignment with the science of reading and grade-level expectations.
- Embed scaffolds and enrichment tasks within HQIM to support the needs of emergent bilinguals, students with disabilities, and advanced learners.
- Emphasize vocabulary development, comprehension strategies, and writing for analysis across genres.

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 2

Instructional Technology Integration:

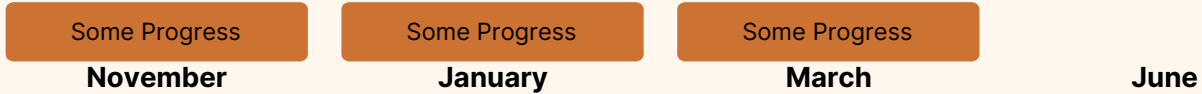
- Utilize iReady Reading to provide personalized instruction and monitor progress in reading comprehension, vocabulary, and fluency.
- Implement NWEA MAP Growth (Reading) to assess student proficiency and growth, guiding instructional planning and tiered supports.
- Use MAP Reading Fluency selectively for students needing additional fluency support, especially those with decoding challenges.
- Leverage student iPad apps to foster engagement in reading, annotation, and collaborative literary analysis.
- Engage Instructional Media Specialists to support teachers in integrating digital tools into reading instruction and text-based discussions.

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 3

Professional Learning - Provide ongoing, differentiated professional development focused on:

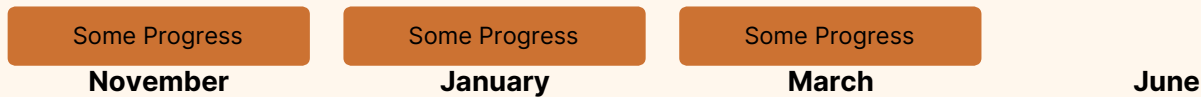
- HQIM implementation and lesson internalization
- Data-driven instruction using iReady and MAP Growth
- Strategies for close reading, text annotation, and evidence-based writing
- Inclusive practices for bilingual, SPED, and advanced academics students
- Aligning professional development with district coaching priorities and PLC goals to ensure coherence and instructional impact.

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund, , Staffing & Resources 211 - Title 1,

Formative Reviews



Strategy 4

Instructional Coaching:

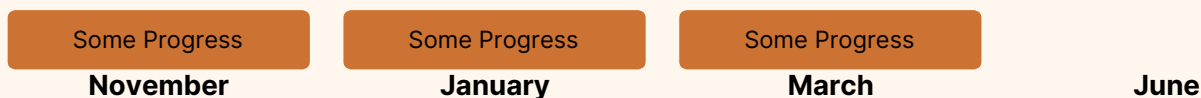
- Deploy instructional leaders to support teachers through personalized coaching cycles focused on:
- HQIM implementation and planning for rigorous reading instruction
- Use of formative and diagnostic data to guide instruction
- Development of academic language and writing for comprehension
- Collaborate with bilingual, SPED, and advanced academics specialists to ensure coaching is inclusive and responsive to diverse learner needs

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

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Strategy 5

Professional Learning Communities (PLCs):

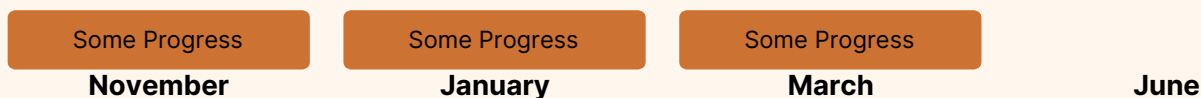
- Strengthen PLCs to serve as collaborative spaces for ELAR planning, data analysis, and instructional reflection.
- Integrate HQIM unpacking, iReady, and MAP Growth data reviews, and student work analysis into weekly PLC agendas.
- Ensure representation from bilingual, SPED, advanced academics, and Instructional Media Specialists to support differentiated planning and technology integration.

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund, , Staffing & Resources 211 - Title 1,

Formative Reviews



Strategy 6

Monitoring & Support:

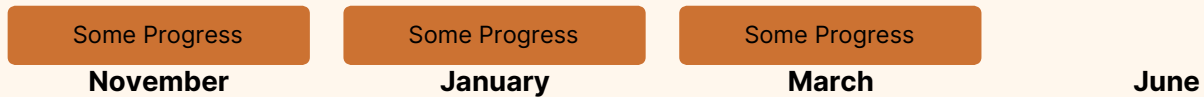
- Conduct regular learning walks and standardized observations to monitor fidelity of HQIM and instructional technology use in ELAR classrooms.
- Use exit tickets, constructed responses, and text-based discussions to monitor student progress and identify instructional gaps.
- Provide targeted interventions, coaching, and resource support for campuses or grade levels not meeting reading proficiency benchmarks.

Strategy's Expected Result/Impact: 10% increase in STAAR ELAR

Staff Responsible for Monitoring: School Leadership & the Teaching & Learning team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources 199 - SCE,

Formative Reviews



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

Expand Positive Behavioral Interventions and Supports (PBIS) and 3 Cs: Connect, Community & Celebrate implementation and increase access to SEL skill-building and mental health supports by:

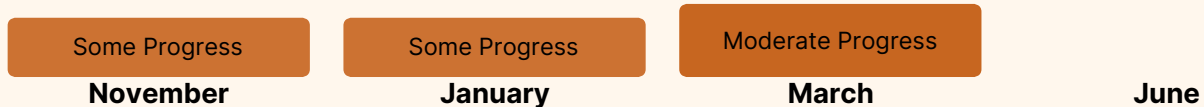
- Embedding SEL competencies within Tier 1 core instruction
- Providing targeted Tier 2/Tier 3 behavior interventions for at-risk students
- Strengthening relationships through restorative discipline practices and reentry supports
- Using data-driven decision-making via discipline dashboards to identify trends and disparities

Strategy's Expected Result/Impact: 5% decrease in ISS/OSS/DAEP placements

Staff Responsible for Monitoring: Student Support Services Leaders & Campus CBCs

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - General Fund, , Staffing & Resources Title IV, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 2

The district will provide access to, and opportunities for, a well-rounded education and healthy/safe school environment for all students by:

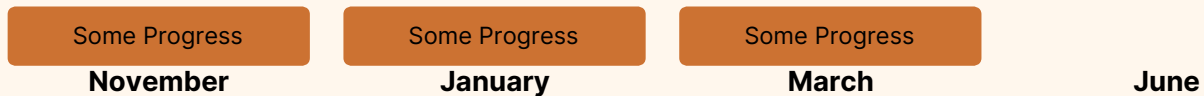
- Integrating social-emotional learning (SEL) and character education lessons into daily classroom instruction.
- Supporting student wellness, physical, and mental health.
- Offering substance abuse prevention and intervention.
- Delivering positive relationship-building professional development for staff.
- Rigorous evaluation measures regarding school climate and culture.
- Addressing student mental health concerns, specifically regarding bullying and suicidal ideations.
- Providing access to food programs, clothing assistance, and other resources/services to remove barriers to learning for McKinney-Vento students

Strategy's Expected Result/Impact: Positive impact on student discipline and growth on the School Climate & Culture evaluation measure

Staff Responsible for Monitoring: Student Support Services Leaders & School Leadership

Funding Sources: Staff & Resources 199 - SCE, , Staff & Resources 199 - General Fund, , Staff & Resources Title IV, , Staff & Resources 211 - Title 1,

Formative Reviews



Strategy 3

GPISD will promote school safety by:

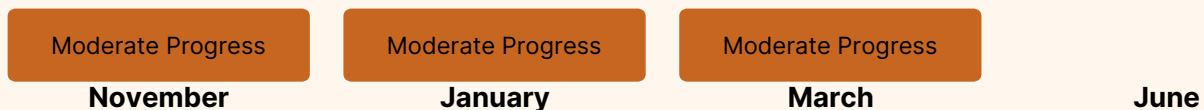
- Monitoring & supporting all required emergency drills and safety systems
- Providing training and support for the Behavioral Threat Assessment teams
- Supporting law enforcement's (including school resource officers & security personnel) duties as outlined in Board Policy CKE Local
- Adhering to the policies & procedures for addressing Bullying/Harassment/ Dating Violence as outlined in Board Policies FFH Local & FFI Local, the Bullying/Harassment/Dating Violence Reporting Forms on the GPISD website, the GPISD Student Code of Conduct & the GPISD Student Handbook.

Strategy's Expected Result/Impact: Foster a safe & supportive school climate & culture as measured by student survey data

Staff Responsible for Monitoring: Security & Emergency Preparedness Department

Funding Sources: Staff & Resources Title IV, , Staff & Resources 199 - SCE, , Staff & Resources 199 - General Fund,

Formative Reviews



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

Strengthen Family Voice & Access:

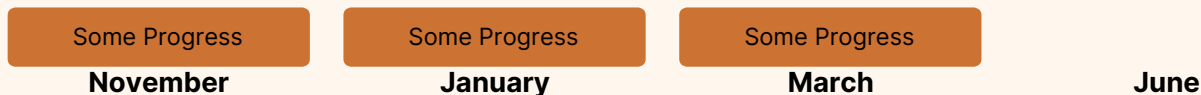
- Develop and review district-wide family surveys to capture family needs, measure growth in perceptions of engagement, and evaluate the effectiveness of the family engagement policy.
- Ensure all family engagement opportunities are provided in families' preferred languages and multiple formats (in-person, virtual, recorded).
- Share survey results back with families and staff to close the feedback loop and inform planning.

Strategy's Expected Result/Impact: 5% increase in family engagement

Staff Responsible for Monitoring: Family & Community Engagement team

Funding Sources: Staffing & Resources Title IV, , Staffing & Resources 199 - SCE, , Staffing & Resources 211 - Title 1,

Formative Reviews



Strategy 2

Leverage Data to Drive Engagement:

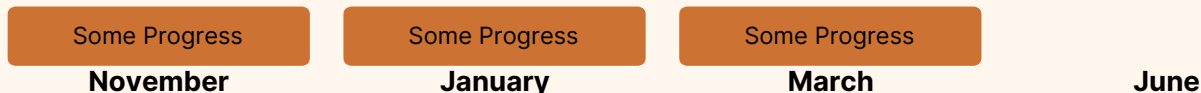
- Create and implement a district-wide digital sign-in system to capture participation consistently across all campuses.
- Collect and analyze monthly participation data to identify trends, monitor equity, and celebrate growth.
- Create campus-level dashboards so principals and liaisons can track family engagement participation and connect it to campus improvement planning.

Strategy's Expected Result/Impact: 5% increase in family engagement

Staff Responsible for Monitoring: Family & Community Engagement team

Funding Sources: Staffing & Resources Title IV, , Staffing & Resources 211 - Title 1, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 3

Build Capacity Through Partnerships & Targeted Supports:

- Develop and deliver targeted family workshops and resources aligned to district priorities

(academics, attendance, mental health, college/career readiness).

-Partner with district departments (e.g., Counseling, Teaching & Learning, Bilingual) to co-host intentional family workshops and information nights.

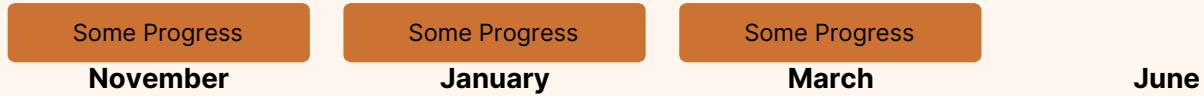
-Provide campuses with tools and training to ensure family engagement opportunities are welcoming, purposeful, and aligned to both district and campus needs.

Strategy's Expected Result/Impact: 5% increase in family engagement

Staff Responsible for Monitoring: Family & Community Engagement team

Funding Sources: Staffing & Resources 211 - Title 1, , Staffing & Resources Title IV,

Formative Reviews



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

The district will support increasing daily attendance by:

-Training administrators and support service staff on attendance tracking platforms to ensure accurate data entry and early intervention.

-Organizing family workshops to educate parents and guardians on the impact of attendance on academic success.

-Sharing progress reports and success stories with stakeholders to build awareness and celebrate growth.

-Supporting district/campus PEIMS efforts by evaluating processes to reinforce timely and accurate attendance reporting practices.

-Consulting with campuses regarding their individual attendance data to identify trends and develop responsive strategies.

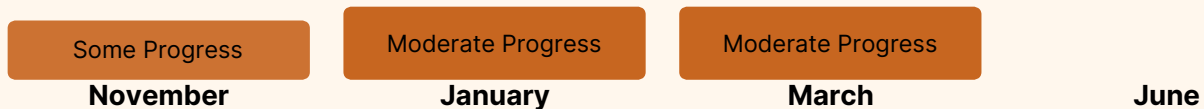
-Recognizing campuses that have improved attendance either by increasing ADA or reducing the number of students who are chronically absent.

Strategy's Expected Result/Impact: Increase ADA to 94%

Staff Responsible for Monitoring: Student Attendance team & Campus Administrators

Funding Sources: Staffing & Resources Title IV, , Staffing & Resources 199 - SCE,

Formative Reviews



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

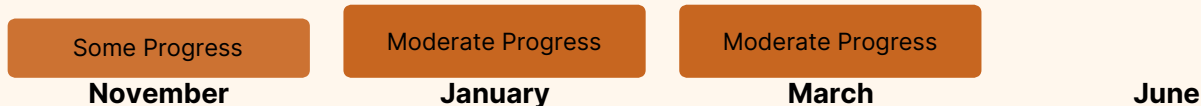
The district will support each high school campus team with crafting, implementing, and monitoring campus CCMR plans that are fully aligned with the district plan (HB3 and HB120 compliant). Success will be measured by 100% of high school campuses having a completed, district-approved CCMR plan on file, along with a documented quarterly monitoring schedule.

Strategy's Expected Result/Impact: 5% increase in CCMR A-F accountability

Staff Responsible for Monitoring: CCMR Leaders & School Leadership

Funding Sources: Staffing & Resources 199 - SCE, , Staffing & Resources 199 - General Fund, , Staffing & Resources Title IV, , Staffing & Resources 244 - CATE,

Formative Reviews



Strategy 2

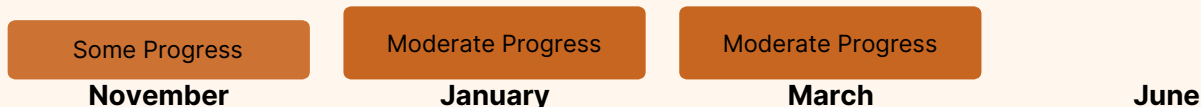
GPISD will maintain an accurate, comprehensive CCMR data dashboard and provide ongoing monthly training to counselors, advisors, and administrators, empowering campuses to strategically identify and target students to ensure each student has at least one CCMR indicator by graduation.

Strategy's Expected Result/Impact: 5% increase in CCMR A-F accountability

Staff Responsible for Monitoring: CCMR Leaders & School Leadership

Funding Sources: Staffing & Resources Title IV, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 3

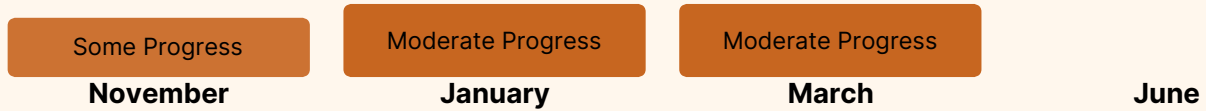
By the end of Fall registration, Counseling Services (partnering with Advanced Academics, College Readiness, and CTE) will train all secondary administrators to build CCMR-supportive master schedules and prepare counselors to advise students on high-value CCMR coursework, targeting at least a 10% increase in CCMR course and program enrollment for the next school year.

Strategy's Expected Result/Impact: 5% increase in CCMR A-F accountability

Staff Responsible for Monitoring: CCMR leaders & School Leadership

Funding Sources: Staffing & Resources 244 - CATE, , Staffing & Resources 199 - SCE,

Formative Reviews



Strategy 4

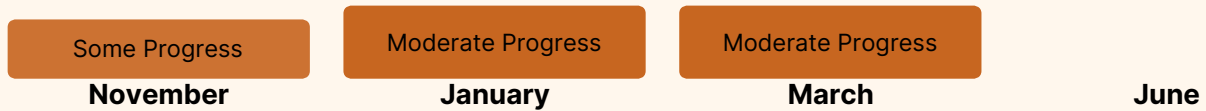
GPISD Teaching and Learning, CTE, Advanced Academics, Special Education, and College Readiness departments will provide ongoing district-level professional learning (PL) opportunities and resources for teachers to grow their practice in areas that impact CCMR indicators in order to meet the district's A-F goals.

Strategy's Expected Result/Impact: 5% increase in CCMR A-F accountability

Staff Responsible for Monitoring: CCMR Leaders & School Leadership

Funding Sources: Staffing & Resources 244 - CATE, , Staffing & Resources 199 - SCE,

Formative Reviews





Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

GPISD ensures that we monitor student progress toward meeting challenging State academic standards by developing and implementing a well-rounded instructional program that includes high-quality instructional materials (HQIM), instructional technology platforms such as iReady, MAP Growth, and MAP Fluency, and scaffolds that address the needs of emergent bilinguals, students with disabilities, and advanced learners.

1.2 Identifying students who may be at risk for academic failure;

GPISD identifies students at risk for academic failure through universal screeners, progress-monitoring cycles, learning walks, exit tickets, and diagnostic assessments, allowing us to intervene quickly when students demonstrate learning gaps.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

GPISD provides additional educational assistance through small-group instruction, tiered interventions, targeted coaching, and inclusive instructional practices designed to strengthen core instruction.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

GPISD implements research-based strategies such as Professional Learning Communities, Social Emotional Learning integration, language-development supports, and writing for comprehension to improve school conditions for learning and close achievement gaps among student groups.

Descriptor 2: Teacher Quality

GPISD monitors and addresses teacher-quality disparities by analyzing staffing patterns, years of experience, certification status, and teacher turnover rates, particularly at campuses serving high percentages of low-income and minority students. With 36% of teachers having 0–5 years of experience, we implement retention strategies, mentoring, coaching cycles, and targeted professional development to ensure that all students have equitable access to effective, certified, and well-supported educators. We use content facilitators, strategists, and instructional coaches to strengthen classroom practice and reduce the

likelihood that underserved students are taught by inexperienced or out-of-field teachers.

Descriptor 3: School Improvement and Support Activities

GPISD carries out its School Improvement responsibilities by conducting a comprehensive needs assessment, implementing HQIM, using data through MAP and STAAR to guide decisions, and applying structured improvement practices such as PLCs, coaching, progress monitoring, and fidelity checks. We provide district-level support across Teaching & Learning, Counseling, Special Education, Bilingual/ESL, and CTE to ensure that campuses identified for Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI), or Additional Targeted Support (ATS) implement evidence-based strategies aligned with state accountability expectations and the district's improvement infrastructure addresses the required components for supporting those campuses.

Descriptor 4: Measure of Poverty

GPISD selects Title I, Part A attendance areas using poverty criteria based on the percentage of students eligible for free or reduced-price lunch, with 73.31% of the district's student population meeting this criterion. This poverty measure is used to identify and rank campuses for Title I allocation to ensure resources are directed to students with the greatest need.

Descriptor 5: Nature of Programs

GPISD implements Schoolwide Title I programs focused on strengthening academic achievement through HQIM, technology-enhanced personalized learning, SEL integration, PLC-driven planning, instructional coaching, and tiered supports across all content areas. We incorporate specialized programming such as fine arts academies, STEM and environmental science campuses, leadership schools, and Montessori models to provide diverse and rigorous instructional opportunities for all students. GPISD does not have Targeted Assistance programs or instructional services for students living in local institutions or community day programs.

Descriptor 6: Services to Homeless Children and Youth

GPISD provides coordinated supports to homeless children and youth by identifying students through PEIMS coding and ensuring access to food services, clothing assistance, mental health supports, attendance interventions, SEL instruction, and partnerships with social workers and parent liaisons. We monitor attendance, behavior, and academic progress, and we remove barriers to enrollment and participation in school activities. The amount of funds reserved for services to homeless students were based on the number of homeless students identified in the district and the assignment of a per pupil allotment for identified students, in order to provide the numerous wraparound supports for homeless children & youth. Additional information about the Title I, Part A Reservation for Services to Students Experiencing Homelessness budgeting worksheet can be found in the TEA SmartSheet.

Descriptor 7: Parent and Family Engagement Strategy

GPISD implements an effective and comprehensive Parent and Family Engagement (PFE) strategy by offering multilingual workshops, developing districtwide family surveys, using digital sign-in systems for tracking participation, and building campus-level dashboards to monitor engagement trends. We partner across Counseling, Bilingual/ESL, Teaching & Learning, and College Readiness departments to provide meaningful family workshops on academics, mental health, attendance, and CCMR. We ensure opportunities for engagement through multiple formats: virtual, in-person, recorded, and consistently use feedback to guide improvements in parent and family programming. The Title I, Part A Family Engagement District Policy can be found in the addendum section of the District Improvement Plan.

Descriptor 8: Early Childhood Education Programs and Transition Plans

GPISD supports early childhood education through high-quality Pre-K programming, Schools of Choice pathways, and implementation of HQIM supported by MAP Growth, MAP Fluency, and iReady for foundational literacy and numeracy development. We provide professional learning and coaching to early childhood educators to ensure developmentally appropriate, research-based instruction. This strong early childhood instructional system, promotes a seamless transition for moving children from early childhood programs into elementary schools because the early childhood programs are housed in our elementary campuses. Therefore, students have the opportunity to transition to Kindergarten within the same building, with familiar surroundings/staff, and data structures/instructional support that ensure that Kindergarten teachers are knowledgeable of students' prior academic performance and supports.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

GPISD Title I schools participate in the Schoolwide program only.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

GPISD implements strategies to support transitions between educational levels by expanding CCMR pathways, offering dual credit, OnRamps, AP courses, and industry-based certifications, and providing structured advising supported by a districtwide CCMR dashboard.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

GPISD trains secondary administrators and counselors to build master schedules and deliver course advising that are aligned to CCMR priorities and ensure students enroll in high-value courses, such as advanced placement, dual credit, dual enrollment and early college high school, which strengthens postsecondary readiness. We also provide CTE pathways with experiential learning, internships, and professional networking to ensure students transition effectively into college, career, or military opportunities.

Descriptor 11: Discipline Disproportionality

GPISD supports efforts to reduce discipline disproportionality by implementing PBIS, SEL instruction, restorative discipline practices, and data-driven monitoring systems that track exclusions and student subgroups. We embed SEL at Tier 1, provide targeted Tier 2 and Tier 3 behavioral supports, expand mental health resources, and train staff in positive relationship-building.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

GPISD coordinates and integrates academic and career and technical education by offering robust CTE programs aligned to workforce needs, including more than a dozen programs of study, industry-based certifications, CTSO participation, and opportunities for internships and work-based learning.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

GPISD integrates academic content with CTE pathways and support students through dual credit, dual enrollment, AP coursework, and college-prep programs that promote skill development for in-demand occupations. These coordinated strategies prepare students for both postsecondary education and the workforce.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Grand Prairie Independent School District uses Title I funds to support districtwide instructional initiatives, including HQIM implementation, instructional coaching, SEL programming, attendance initiatives, family engagement expansion, and CCMR-focused professional learning. A combination of these programs may assist schools in identifying and serving gifted/talented students.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

GPISD assists schools in developing effective school library programs by providing districtwide guidance, resources, and professional learning that strengthens the capacity of instructional staff to support digital literacy and academic achievement. We ensure that campuses are equipped with up-to-date digital tools, curated online research databases, and instructional technology that aligns with curriculum standards.



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds.

Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
Region 10	057-910		Dr. Jesús Navarrete
School District:		School Year	Date:
Grand Prairie ISD		2025 –2026	September 2025 – August 2026

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)



- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	 <small>Dr. Jesús Navarrete (Jul 13, 2025 05:43 CDT)</small>
Date	Jul 12, 2025	Date Review Complete	Jul 13, 2025

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
Region 10	057-910		Dr. Jesús Navarrete
School District:		School Year	Date:
Grand Prairie ISD		2025 –2026	September 2025 – August 2026

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the Priority for Service (PFS) Student Progress Review forms. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
Region 10	057-910		Dr. Jesús Navarrete
School District:		School Year	Date:
Grand Prairie ISD		2025 –2026	September 2025 – August 2026

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. 	Year-round	Region 10 ESC Migrant Education Program (MEP) Staff	Priority for Service (PFS) Report
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of the academic year	LEA MEP Contact Region 10 ESC MEP Staff	Completed PFS Action Plan in District Improvement Plan (DIP) PFS Student Progress Review Form
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
Region 10	057-910		Dr. Jesús Navarrete
School District:		School Year	Date:
Grand Prairie ISD		2025 –2026	September 2025 – August 2026

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Ongoing	LEA MEP Contact Region 10 ESC MEP Staff	Session Agendas Session Sign-in sheets PFS Tracking Report
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Quarterly or at the end of grading period	LEA (MEP) Contact LEA Staff	PAC Meeting Documentation Parent Communication Logs PFS Student Progress Review Form
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Ongoing	LEA MEP Contact Region 10 ESC MEP Staff	Parent Communication Logs
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
Region 10	057-910		Dr. Jesús Navarrete
School District:		School Year	Date:
Grand Prairie ISD		2025 –2026	September 2025 – August 2026

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> The district’s Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. 	Ongoing	LEA MEP Contact Region 10 ESC MEP Staff	Priority for Service (PFS) Report PFS Student Progress Review Form Early Childhood Program Enrollment Form
<ul style="list-style-type: none"> The district’s Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	LEA MEP Contact Region 10 ESC MEP Staff	PFS Student Progress Review Form
<ul style="list-style-type: none"> The district’s Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	LEA MEP Contact Region 10 ESC MEP Staff	PFS Student Progress Review Form
Additional Activities			
<ul style="list-style-type: none"> 			








Region 10 Priority for Service Action Plan (25-26)

Final Audit Report

2025-07-13

Created:	2025-07-11
By:	Dr. Jesus Navarrete (jesus.navarrete@region10.org)
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Title I, Part A Family Engagement District Policy 2025-2026

Grand Prairie Independent School District (GPISD) is committed to partnering with parents/families, students, the community, and other stakeholders to improve student academic achievement and social-emotional development. We believe that parents have an important role as their child's first teacher and are essential and valued partners in the educational process.

Grand Prairie Independent School District will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

- GPISD will provide open and two-way verbal and written communication between families through various strategies and methods including, but not limited to, email, newsletters, district/campus websites, social media, phone calls, and printed notices sent home or posted in community.
- Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern.
- GPISD schools will provide a safe and open atmosphere for parents and families to visit the school their children attend.

Grand Prairie Independent School District receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, GPISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written family engagement policy.

- The policy shall be incorporated into the local educational agency's (LEA) plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
- The policy will be posted on the GPISD District website for all families to access and review.
- Each Title I campus creates a School-Parent compact that outlines how parents, staff, and students share the responsibility for improved student academic achievement. This agreement is posted on campus website for all families to access and review.
- Each Title I campus will hold a stand-alone annual Title I meeting for parents in the fall semester. The purpose of this meeting is to provide parents with information regarding Title 1-A guidelines and services offered as stated in the current Family Engagement Policy. The policy will also be distributed to parents during this meeting and given the opportunity to offer their suggestions for any revisions of said policy. This meeting will be held at a convenient time and all families of enrolled students will be invited and strongly encouraged to attend.

Grand Prairie Independent School District will provide the coordination, technical assistance, and other support necessary to assist and build capacity for all of its Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

- GPISD Family Engagement Liaisons, Family Engagement Specialists, and Family Engagement Action Team Leaders are assigned to Title I campuses for this support.
- Provide ongoing professional development to all teachers, specialized instructional support personnel, principals, and other school staff on how to engage, communicate with parents as equal partners.
- GPISD families are provided parent involvement services at GPISD Family Service Center where the Director of Family and Community Engagement, Maria Herrera, is located.

The GPISD Grand Family Service Center
1301 E. Coral Way
Grand Prairie, Texas 75051
(972) 623-9000

Grand Prairie Independent School District will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

- All GPISD parents are strongly encouraged to volunteer at their child's campuses.
- All parent and community volunteers must comply with district policy regarding volunteer requirements, orientation, and State of Texas background checks.

Grand Prairie Independent School District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of all Title I, Part A schools served under this part, including identifying

- Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Grand Prairie Independent School District will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that family engagement programs can be tailored to meet those needs. GPISD will use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the family engagement policies.

- An End of Year Family Engagement Survey will be distributed in May by the Director of Department of Family & Community Engagement to all GPISD families.
- Workshops and other resources will be made available to address the expressed needs. Parents will be notified of these opportunities by the Family and Community Engagement Department and/or their individual campuses.
- Family and Community Engagement Department provides monthly parent workshop sessions called Parenting on the Go (virtual). Visit <https://www.gpisd.org/Page/49715> for details on dates, times and topics.
- All GPISD families are invited to attend monthly parent sessions at the GPISD Grand Family Service Center located at 1301 E. Coral Way. Visit <https://www.gpisd.org/departments/grand-family-service-center> for details on dates, times and topics. Some of our community partners that provide monthly sessions include, but not limited to:
 - City of Grand Prairie Libraries: Toddler Time
 - Wellpoint and Community Council of Greater Dallas: Health Insurance Supports
 - Grant Halliburton Foundation: Mental Health Parent Support Group
 - Workforce Solutions: Unemployment and Job Readiness Support
- GPISD parents are also encouraged to contact the Family and Community Engagement Department or the individual campuses to express an interest in a workshop, topic, or to make recommendations to the program.
- GPISD encourages our parents and families to support their children's learning at home and in school and serve as their children's advocate.

Grand Prairie Independent School District will involve parents in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

- GPISD encourages families, teachers and community members to join their campus Parent Teacher Association (PTA). Please contact your campus for more information on how to join or how to start a new chapter.
- GPISD parents are also invited to participate in the district level Parent Advisory Committee (PAC). Meetings for this school year will be held on the following Wednesdays from 5:30 to 6:30 p.m. at the GPISD Grand Family Service Center.

09/17/2025
 11/19/2025
 02/04/2026
 04/08/2026

To learn more on how to be part of PTA or PAC, please reach out to our Family & Community Engagement Director, Maria Herrera at maria.herrera@gpisd.org

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Grand Prairie Independent School District shall:

- Provide assistance to GPISD parents in understanding such topics as the State academic standards, State and local academic assessments, the requirements of the family engagement program, and how to monitor a child's progress on Skyward and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as using technology, as appropriate, to foster parent involvement.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

GPISD's Family Engagement Policy is a working document that is reviewed on an ongoing basis to assure that we cultivate and strengthen our trust, relationships, partnerships with all our GPISD students, families, educators and community partners.

You may access the GPISD Family Engagement Policy in other languages by visiting our website <https://www.gpisd.org/Page/45055>. Document can be translated by clicking the "translate" feature located on the top right corner of the webpage. Select language of choice.

Puede acceder a la Política de participación familiar de GPISD en otros idiomas visitando nuestro sitio web <https://www.gpisd.org/Page/45055>. El documento se puede traducir haciendo clic en la función "traducir" ubicada en la esquina superior derecha de la página web. Seleccione el idioma de su elección.

Bạn có thể truy cập Chính sách về sự tham gia của gia đình GPISD bằng các ngôn ngữ khác bằng cách truy cập trang web của chúng tôi <https://www.gpisd.org/Page/45055>. Tài liệu có thể được dịch bằng cách nhấp vào tính năng "dịch" nằm ở góc trên bên phải của trang web. Chọn ngôn ngữ lựa chọn.

O le wole si Ilana Ibaşepo Ebi GPISD ni awon ede miiran nipa lilo si oju opo wẹẹbu wa <https://www.gpisd.org/Page/45055>. Iwe le şe itumọ nipasẹ tite ẹya "tumọ" ti o wa ni igun apa ọtun oke ti oju opo wẹẹbu naa. Yan ede ti o yan.

