GRAND PRAIRIE ISD

Educational Improvement Committee Meeting

November 4, 2026 | 5:00 PM

SCAN ME

November Sign-In Sheet

Introduction



Dr. Tameka Lewis
Director of Professional Learning
& Student Supports

Director of Professional Learning & Student Supports
Lead for the Educational Improvement Committee

my work spans the full journey of student success, from driving attendance so every student is in the room to ensuring every educator has access to the tools for growth. I believe that showing up and growth go hand in hand, for students and adults alike. I'm honored to partner with this committee in building learning environments where every student can thrive.

Contact: Tameka.Lewis@gpisd.org

Scan to sign in

Agenda

01	**Comprehensive Needs Assessment**	**Dr. Dana Jackson** Associate Superintendent of Student Support Services
02	**Title I**	**Maria Herrera** Director of Family & Community Engagement
03	**Title IV**	**Dr. Blanca Sanchez McGee** Executive Director of Elementary Counseling Programs & Social Work Services

Scan to sign in

Comprehensive Needs Assessment

Purpose of the CNA

Identify strengths, examine performance and experiences, determine priority needs, and understand root causes before selecting improvement strategies.

EIC Focus

Validate the findings and help connect identified needs to meaningful district actions.

[View the District Improvement Plan]

Four Data Areas

- Demographics
- Student Learning
- District Processes and Programs
- Perceptions

Questions & feedback

Demographics

A diverse district experiencing enrollment and mobility pressures

25,903
2025 enrollment

73.89%
Free/reduced-price lunch

37.96%
English learners

17.3%
Student mobility

Strengths

Diverse student population; graduation rate of 93.2%; advanced coursework and AP recognition.

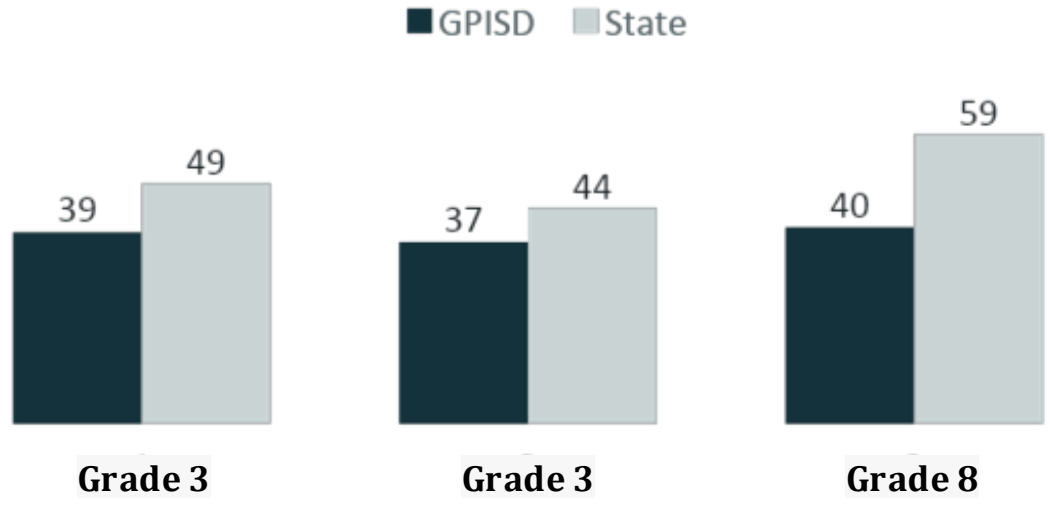
Identified needs

Enrollment declined from 28,145 (2021) to 25,903 (2025); teacher retention, mobility, and accessible family communication remain priorities.

Student Learning

Celebrate readiness gains while addressing academic performance gaps

2026 STAAR: Meets grade level



CCMR momentum

53% → 94%

CCMR graduates: Class of 2022 to Class of 2026 (projected)

19% → 28%

Dual credit

2026 values are early projections.

Instructional needs

- Science
- Writing
- EL supports
- Mathematics
- Reading comprehension
- Personalized instruction

District Processes & Programs

Strong choice offerings require aligned professional learning

Current strengths

- District of Innovation and open enrollment
- Schools and Programs of Choice
- CTE pathways and industry connections
- Dual credit, AP, fine arts, and specialized programs

Needs and root causes

- Increase industry-based certification success for CTE completers.
- Create sustained time for professional learning.
- Differentiate training for specialized school models while maintaining TEKS alignment.

Perceptions

Listening to students and families reveals both confidence and gaps

74%
Very welcoming campus

76%
Safety very effective

66%
Communication very good

61%
Learning opportunities very effective

Student voice

Elementary school experience: 93% favorable. Secondary self-efficacy: 47% favorable, the lowest-rated secondary competency.

Family voice

2,101 survey responses. Work/time constraints (46%) are the leading engagement barrier; clearer academic and CCMR communication is needed.

Cross-Cutting Priority Needs

The CNA identifies connected challenges, not isolated issues

Access & engagement

Enrollment, mobility, multilingual communication, and consistent family outreach.

Academic outcomes

Core-content achievement, EL performance, and responsive differentiated instruction.

Adult learning & program quality

Teacher retention, sustained coaching, and professional learning aligned to program models.

Student experience

Self-efficacy, belonging, supportive environments, and transparent progress information.

EIC Reflection & Next Steps

From identified needs to focused improvement actions

Questions for council discussion

1. Which findings most closely reflect what you see across GPISD?
2. Where should we focus our greatest attention?
3. What evidence or stakeholder perspectives should we examine further?



Our shared goal

Turn evidence into equitable, measurable student success.

COMPREHENSIVE REVIEW

Title I

Maria Herrera
Director of Family & Community Engagement

Title I review materials

Open Title I review

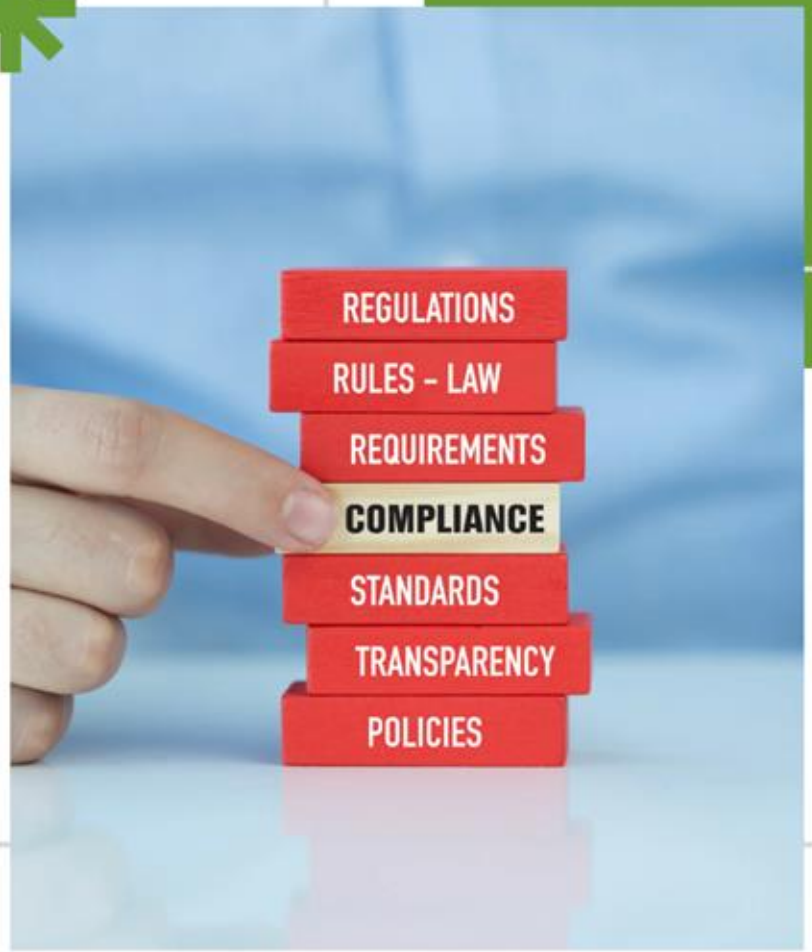
Scan the code to share questions or feedback during the review.

Questions & Feedback

GPISD EIC
PRESENTATION

TITLE I OVERVIEW

NOVEMBER 04, 2026



Presented By:

Maria Herrera, *LCSW*
Director of Family & Community Engagement

GRAND PRAIRIE | FAMILY AND COMMUNITY ENGAGEMENT

AT A GLANCE

Title I, Part A Requirements

COMPREHENSIVE NEEDS ASSESSMENT

Section 1114(b)(2); 34 C.F.R. § 200.26(a)

It is statutorily required at the campus and district level that helps identify strengths, challenges, and root causes affecting student achievement.

SCHOOLWIDE PROGRAM PLAN/ CAMPUS IMPROVEMENT PLAN

Section 1114 (b)(2)

Outlines specific actions and strategies a campus will take to meet performance objectives based on student data.

PROGRAM PLAN/ DISTRICT IMPROVEMENT PLAN

Section 1112 (a)(1)(A)

Sets district-wide goals, performance targets, and strategies for improving student achievement and closing performance gaps.

Key Difference

- The DIP provides the "big picture" roadmap for the district.
- The CIP provides the "action plan" for each school to carry out those district priorities in a way that fits their local needs.

COMPREHENSIVE NEEDS ASSESSMENT

Each LEA shall periodically review and, as necessary, revise its plan per Sec. 1112(a)(5).

Each schoolwide program campus shall regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards as per Sec. 1114(b)(3).



PARENTS

Ongoing feedback and surveys conducted at campus and district level.

Beginning and End of Year

PARENT COMMITTEES

Campus and Department Committees

For example: PAC and SHAC

STUDENTS

Panaroma surveys - Fall and Spring Administration

Student data from Academics, Attendance, Discipline, etc.

STAFF

Ongoing feedback from staff or department meetings, surveys, exit interviews.

WHAT DOES THE LAW SAY?

Under ESSA Section 1112, each Local Education Agency (School District or Charter School) receiving Title I, Part A funds, is required to develop a Title I, Part A LEA Program Plan, which should include:

TIMELY AND MEANINGFUL CONSULTATION

LEAs must ***ensure that stakeholders are included*** in the development of the Title I, Part A, LEA Program Plan, and that their processes and procedures include elements that document timely and meaningful stakeholder consultation.

COORDINATION

The LEA shall also assure that it has coordinated the Title I, Part A LEA Program Plan with other Federal Programs and Acts that impact our students and families.

CHALLENGING STATE ACADEMIC STANDARDS

The LEA plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards.

PERIODIC REVIEW AND REVISIONS

The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan. *It would be considered best practice to review the LEA Title I, Part A Plan quarterly.*

STATUTORILY REQUIRED DESCRIPTIONS AND ASSURANCES

WHO ARE STAKEHOLDERS?

According to the Texas Education Agency (TEA), stakeholders are the individuals and groups who are impacted by, contribute to, or help guide educational planning, implementation, and evaluation.

Stakeholder voices are essential in shaping decisions that support student success and strong school–community partnerships.



- **PARENTS/ CARETAKERS**
- **CAMPUS AND DISTRICT LEVEL STAFF**
- **COMMUNITY PARTNERS**
- **LOCAL BUSINESSES**

WHY STAKEHOLDERS MATTER?

- They offer feedback and perspectives that shape state and local plans.
- They support meaningful consultation for program planning.
- Their involvement helps ensure the plan is responsive, inclusive, and reflecting the needs of the full educational community.



PARENTS/ CARETAKERS

CAMPUS AND DISTRICT LEVEL STAFF

COMMUNITY PARTNERS

LOCAL BUSINESSES

TITLE I, PART A PFE

Title I, Part A Parent and Family Engagement ensures that parents are genuine partners in planning, reviewing, and improving Title I programs and services that support their child's academic achievement.

Family & Community Engagement Department Website





AT A GLANCE

Parent and Family Stakeholder Engagement Requirements

A local educational agency may receive funds under this part (Title I, Part A) only if such agency *conducts outreach to all parents and family members* and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section.

Such programs, activities, and procedures *shall be planned and implemented with meaningful consultation with parents of participating children.* [ESSA Section 1116 (a)(1)]

LEA PFE WRITTEN POLICY & ANNUAL EVALUATION

Section 1116(a)(2)

CAMPUS PFE WRITTEN POLICY

Section 1116(b) and 1116(c)(3)

SCHOOL-PARENT COMPACT

Section 1116(d)

PFE RESERVATION OF FUNDS (IF APPLICABLE)

Section 1116(a)(3)

Family Engagement is a partnership that drives student success.

DOCUMENTATION

Evidence of meaningful consultation with all required stakeholders.

- ...timely and meaningful consultation with ...
- must consult with...
- ...shall develop a comprehensive plan with the involvement of....



VARIOUS MEETING OPTIONS

In-Person, Virtual, different times (a.m. and p.m.), or in combination with other campus/district events.

COMMUNICATION

Traditional paper flyers, email, text, social media, word of mouth...

SIGN-IN SHEETS

All meetings should have sign-in sheets to confirm attendees roles.

AGENDAS / MINUTES

Outline of what was discussed in the meeting.

EVALUATION / REVIEW

Ongoing review of programs through surveys, focus groups, committees, one-on-ones, etc...

WAYS TO CONNECT

There are plenty of ways to stay connected and in the know!

- GPISD CALENDAR WEBSITE
- GRAND FAMILY SERVICE CENTER
- F&CE WEBSITE PAGE
- GPISD SOCIAL MEDIA PAGES

THANK YOU *



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COMPREHENSIVE REVIEW

Title IV

Dr. Blanca Sanchez McGee
Executive Director of Elementary Counseling Programs & Social Work Services

Questions and Feedback

Scan the code to share questions or feedback during the review.



Title IV's Investment in Student Success

Dr. Blanca Sanchez McGee, DSW, LCSW-S

Why Title IV supports Panorama

Student feedback informs where we focus support

- Panorama gives students a way to report their school experiences.
- Campuses use the findings to identify needs and plan a response.
- Repeated surveys help GPISD monitor change over time.

Guardrail 5: Our commitment to students

“The superintendent shall not compromise the experience, safety, and well-being of our students.”

Progress measure	Baseline	June 2030 target
5.1 Feeling safe at school	70% (June 2025)	80%
5.2 Belonging/wellbeing	73% (June 2025)	80%
5.3 Positive school experience	June 2027: unspecified	Unspecified

What students report about their experience

Topic	Elementary report	Secondary report
Belonging	89%	58%
School Climate	82%	87%
Responses	4,378	10,754

Belonging warrants closer review in the second report.

All four competencies show improvement

Competency	Grades 3–5	Change	Grades 6–12	Change
Self-Management	71%	+3 pts	71%	+6 pts
Social Awareness	71%	+3 pts	65%	+8 pts
Growth Mindset	64%	+2 pts	55%	+5 pts
Self-Efficacy	57%	+3 pts	48%	+4 pts

Self-efficacy remains an area for attention in both grade groups.

Change since last surveyed.

Our response: The Whole Child Initiative

Priority for student outreach

Students with zero strengths identified in Panorama.

Students whose MAP performance regressed, including those previously at Meets or Masters.

Campus teams review individual needs and coordinate appropriate support through district procedures.

Monitoring our response

Campus follow-through

Document outreach and the support connected to each identified need.

Review patterns alongside attendance, discipline and academic data.

Compare future survey results using consistent questions and student groups.

Official Guardrail reporting requires confirmation of each measure’s survey items and calculation.

The value of this investment

Student voice helps GPISD direct support where students need it.

Panorama provides evidence to guide our work toward students' experience, safety and well-being.

Our next step is to act on the findings and monitor the response.

Upcoming EIC Meetings

NOV 5

November 5, 2026

Completed

FEB 25

February 24, 2027

Upcoming

APR 29

April 28, 2027

Upcoming

Questions & Feedback

Thank You

GPISD Educational Improvement Committee

Participant Attendance