

Challenge and Opportunity

“Creating Educational Environments that Attract
and Retain Students”

Presented by:

Dr. Susan Hull: Superintendent of Schools at Grand Prairie ISD

Eric V. Horstman: AIA, CEFPI, LEED AP BD+C

Teri Wilson: Grand Prairie ISD Director of Public Relations

CHALLENGE

- Public schools are being forced to compete for students.
- Specialized curriculum tracks, pull-out programs, career focus, and charter schools offer increased competitiveness through choice.
- All schools must adapt or die a slow death through attrition and decreased relevance.

OPPORTUNITY

- Existing school buildings can be slightly or drastically modified to be tailored to these education pathways.
- New schools can be designed with this increased flexibility and adaptability in mind.
- The power of choice is a strong motivator for change and improvement. Similar to the private sector, competition can raise the bar for everyone.

GRAND PRAIRIE ISD
SCHOOLS AND
PROGRAMS OF CHOICE
OPEN ENROLLMENT
April 2012



WORKSHOP SESSIONS

- What choices would you like to see in public schools?
- What excites you most about education today?
- What do you want for your children to get out of school?
- What models can raise the bar as well as close up the gaps in our system?
- What are we missing, how can we improve?

WORKSHOP SESSIONS

- Form four groups (tables already grouped into four)
- Each group to brainstorm effective choice strategies that can be implemented in schools for your assigned group. Some sample conditions might include:
 - Socio-Economic Disadvantaged
 - Language Proficiency Challenges
 - Mainstream/College and Career Tracks
 - What are some of the tools or facility adaptations that each of these schools might require

GROUPS

- Group 1: Pre-K and Elementary models and adaptations
- Group 2: Middle School models and adaptations
- Group 3: High School models and adaptations
- Group 4: Hybrid models (ECE, EEC, Pre K-12, 5th grade centers, etc.)

GROUP 1 – PRE-K AND ELEMENTARY STRATEGIES

- (To be filled in with group feedback)
- Socio-Economic Disadvantaged
- Language Proficiency Challenges
- Mainstream/College and Career
- Other

GROUP 2 – MIDDLE SCHOOL STRATEGIES

- (To be filled in with group feedback)
- Socio-Economic Disadvantaged
- Language Proficiency Challenges
- Mainstream/College and Career
- Other

GROUP 3 – HIGH SCHOOL STRATEGIES

- (To be filled in with group feedback)
- Socio-Economic Disadvantaged
- Language Proficiency Challenges
- Mainstream/College and Career
- Other

GROUP 4 – HYBRID STRATEGIES

- (To be filled in with group feedback)
- Socio-Economic Disadvantaged
- Language Proficiency Challenges
- Mainstream/College and Career
- Other

COMMON STRATEGIES

(bring all 4 groups together and find common choices)

- Socio-Economic Disadvantaged
- Language Proficiency Challenges
- Mainstream/College and Career
- Other

CASE STUDY: GPISD

- There is pent-up demand for choices in education.
- Given the choice, parents will choose what they feel is best for their children.
- Choices can renew faith and confidence in public school districts.

OPEN ENROLLMENT



OPEN ENROLLMENT



OPEN ENROLLMENT



EXAMPLES

- Garner Elementary Fine Arts Academy
- Milam Elementary STEM Academy
- Dubiski Career and Technical High School
- GPISD Programs of Choice
- Steele Academy High Tech
- Popo and Lupe Gonzalez Center for Young Children

GARNER FINE ARTS ACADEMY



GARNER FINE ARTS ACADEMY



GARNER FINE ARTS ACADEMY



A photograph of a school band performing in a gymnasium. Students are seated in rows, playing various instruments including flutes and clarinets. They are wearing blue and maroon uniforms. Music stands with sheet music are positioned in front of them. The floor is polished wood. A blue banner with white text is overlaid on the left side of the image.

GARNER FINE ARTS ACADEMY

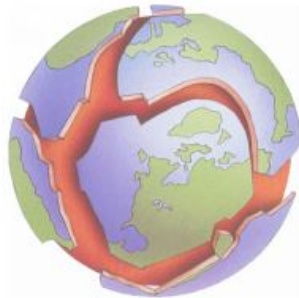
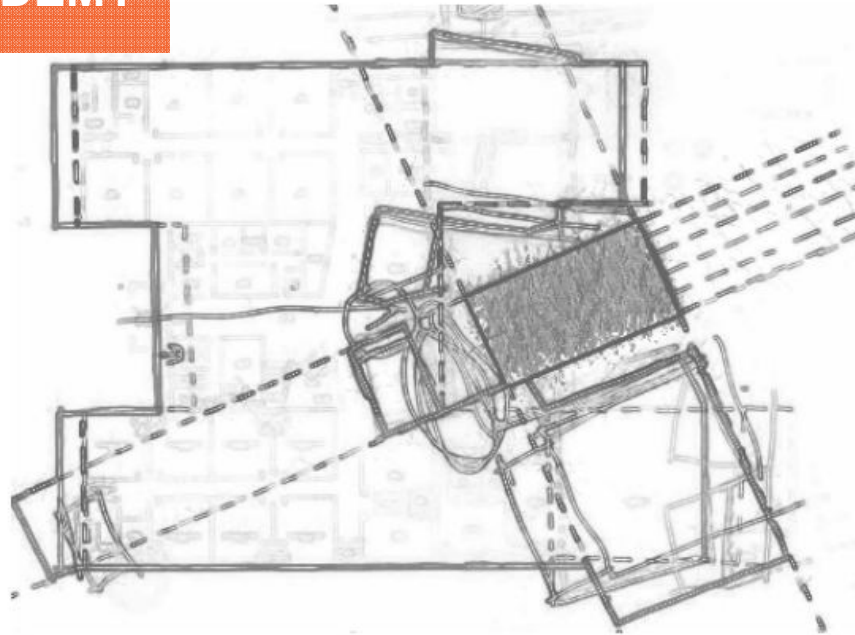
MILAM STEM ACADEMY



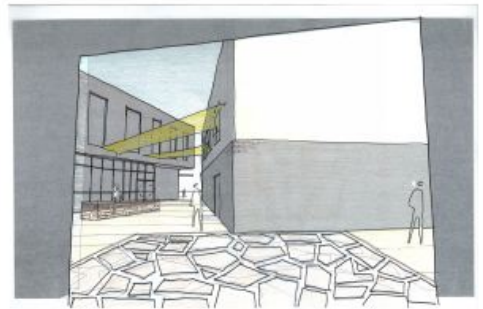
MILAM STEM ACADEMY



INSPIRATION IMAGES



The organizing concept of **tectonic plates** gives opportunities to shift building elements apart, revealing the **building systems and structure** beneath the skin. This provides teaching opportunities to compliment the **STEM focus** of the school.

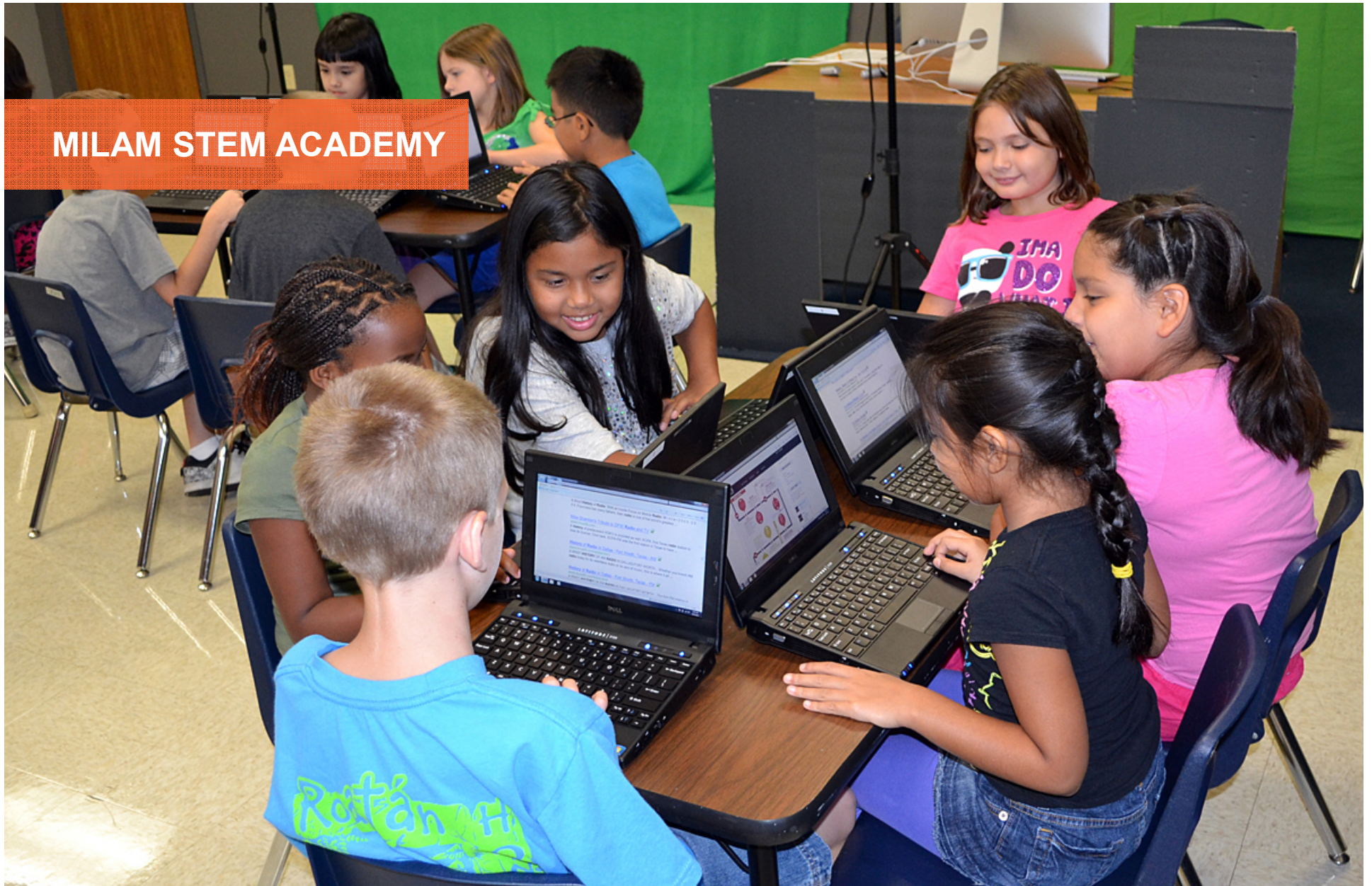


PROCESS SKETCHES

MILAM STEM ACADEMY



MILAM STEM ACADEMY



MILAM STEM ACADEMY



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



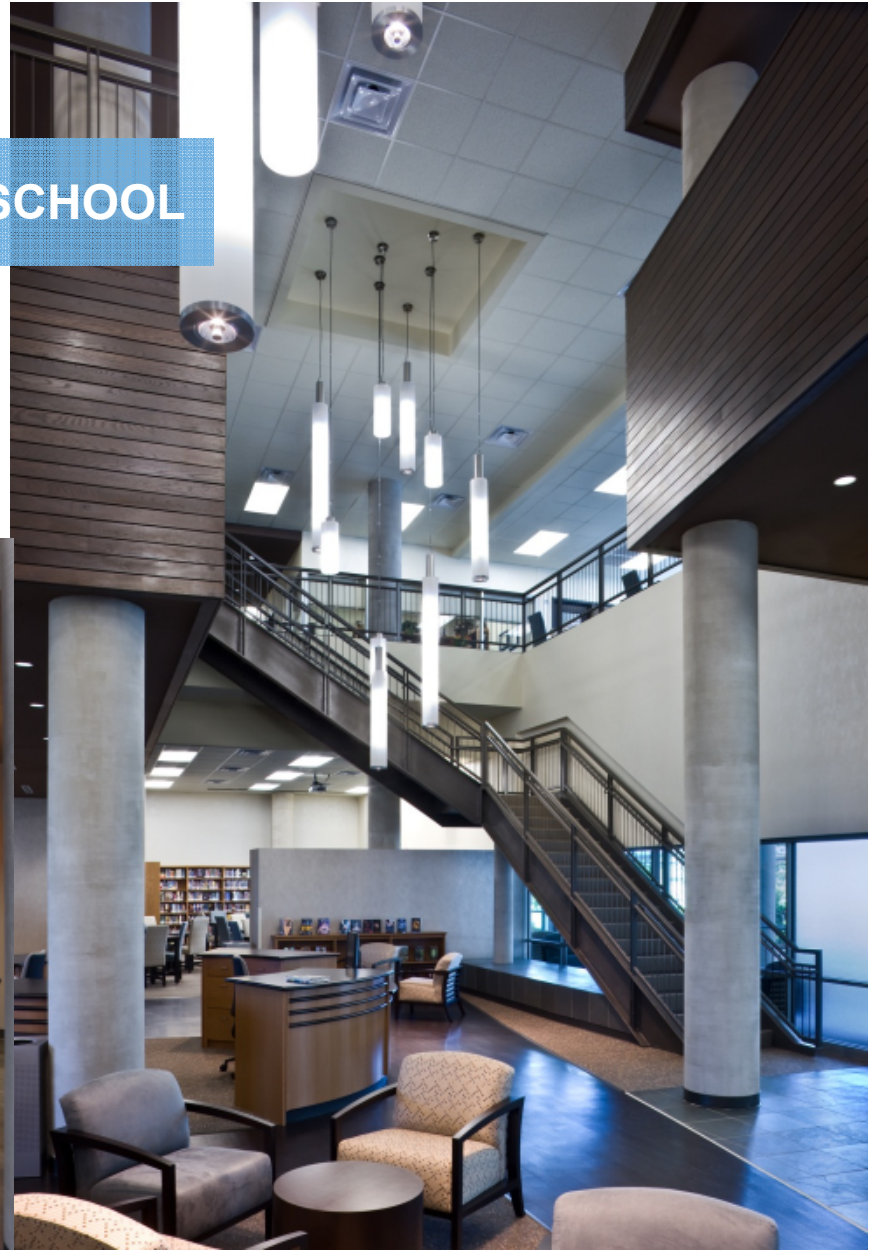
DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



DUBISKI CAREER AND TECHNICAL HIGH SCHOOL



PROGRAMS OF CHOICE



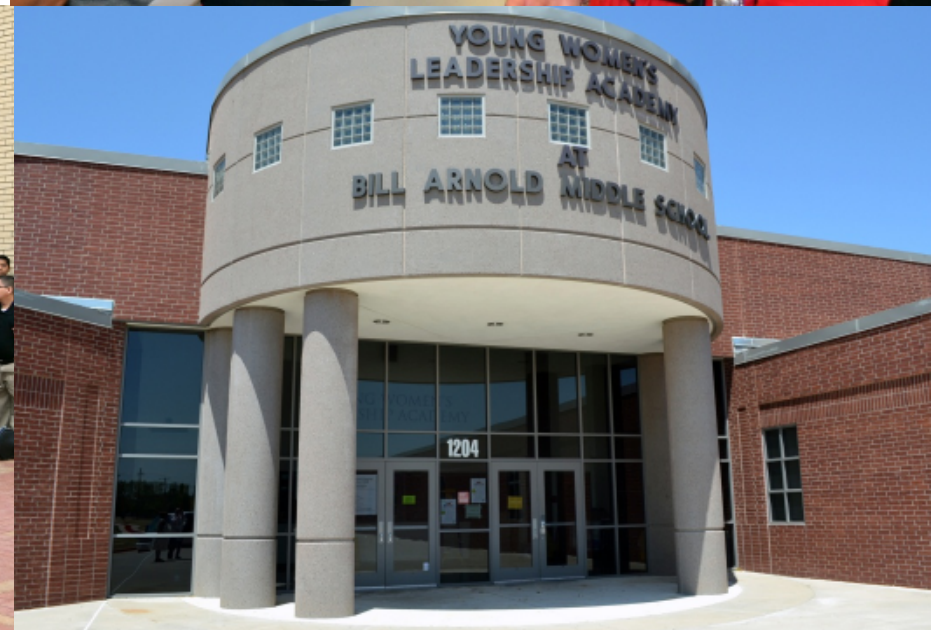
PROGRAMS OF CHOICE



PROGRAMS OF CHOICE



PROGRAMS OF CHOICE



STEELE ACADEMY HIGH TECH



STEELE ACADEMY HIGH TECH



STEELE ACADEMY HIGH TECH



STEELE ACADEMY HIGH TECH



STEELE ACADEMY HIGH TECH



Popo and Lupe Gonzalez Early Childhood



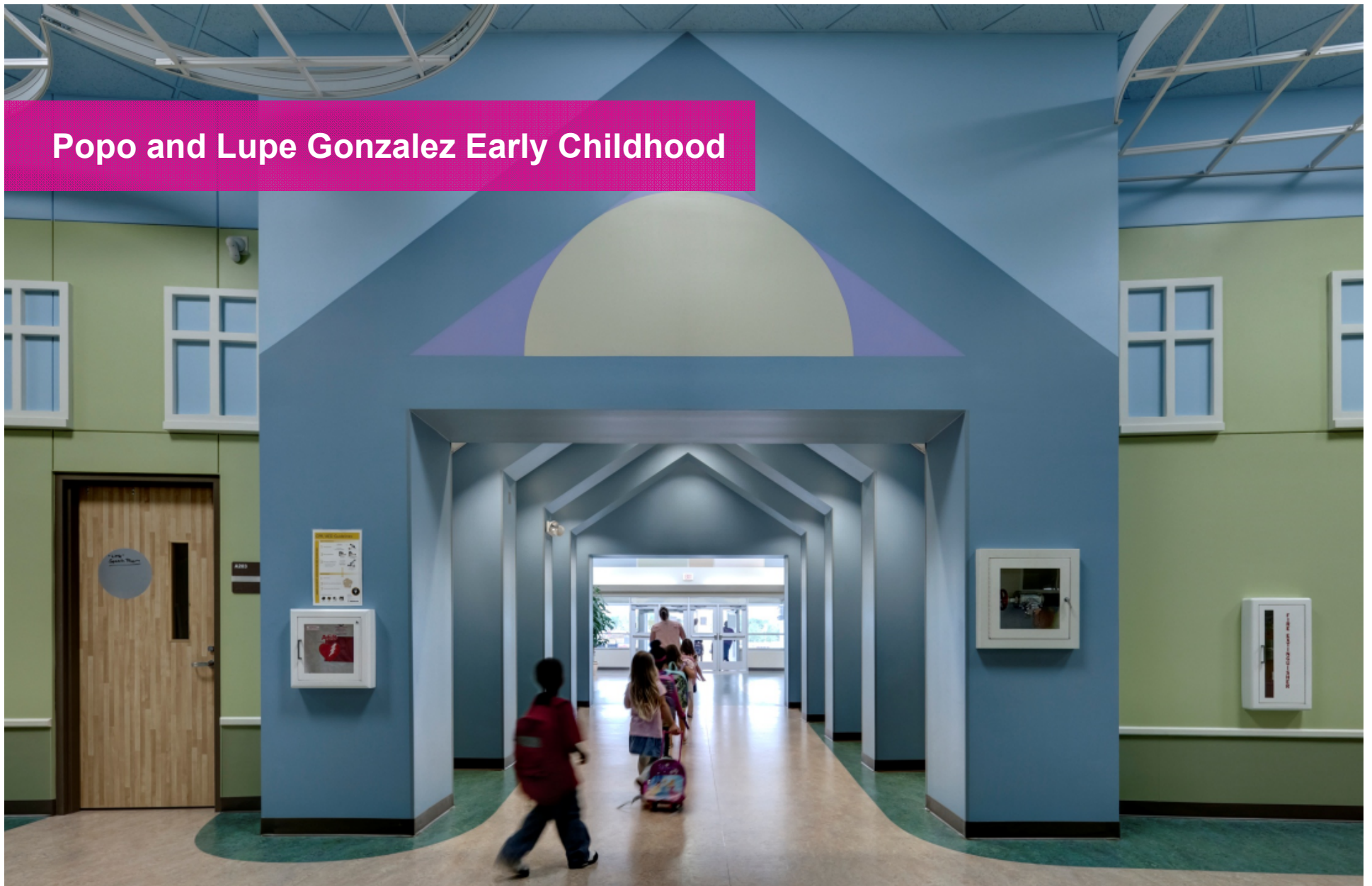
Popo and Lupe Gonzalez Early Childhood



Popo and Lupe Gonzalez Early Childhood



Popo and Lupe Gonzalez Early Childhood



CONCLUSION

- Public schools can compete for students.
- Specialized curriculum tracks, relevant program-centric schools or sub-schools, and career focus offer increased competitiveness through choice.
- The shift to a choice-based model will increase relevance, attract and retain students, and provide a brighter future for our society.