

Grand Prairie Independent School District
Grand Prairie Collegiate Institute
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Population: 310 (We are the trajectory for growth anticipated through design) ((Total was 2016-17 was 275, 2017-18 was 290)

6th: Hisp: 65%; White: 10%; African American:17%; Asian 3%= 79 scholars (Total scholars in 2017-18 was 77)

7th: Hisp: 71%; White: 4%; African American: 14% ; Asian 2%; 2+: 4%= 65 (Total Scholars in 2017-18 was 79)

8th: Hisp: 61%; White: 17%; African American:19%; Asian 2%; 2+: 2%= 72 (Total Scholars in 2017-18 was 52)

9th: Hisp: 39%; White: 23%; African American:35%; Asian 0%; 2+: 0%= 31 (Total Scholars in 2017-18 was 31)

10th:Hisp: 56%; White: 20%; African American:16%; Asian 8%; 2+: 0%= 25 (Total Scholars in 2017-18 was 27)

11th Hisp: 78%; White: 1%; African American: 17%; Asian: 0%; 2+;0%=23 (Total scholars in 2017-18 was 18)

12th:Hisp: 40%; White: 0%; African American: 60%; Asian: 0%; 2+;0%=15 (Total scholars in 2017-18 was 9)

Hispanic: 61%

White: 13%

African American: 21%

Asian: 9%

2+: 7%

Eco Dis: 63%

ELL: 15% campus wide

6th: 29% (24% in 2017)

7th: 15% (15% in 2017)

8th: 10% (15% in 2017)

9th: 13% (10% in 2017)

10th: 0% (7% in 2017)

11th: 4% (0 in 2017)

12th: 0% (0 in 2017)

GT: 113 (Numbers not set yet for 2018)

6th grade – 23 of 74 scholars 31%

7th grade – 27 of 79 scholars 34%

8th grade – 18 of 52 scholars 35%

9th grade – 13 of 31 scholars 42%

10th grade – 7 of 27 scholars 26%

11th grade - 8 of 18 scholars 44%

12th grade - 3 of 9 scholars 33%

TOTAL 113 of 310 scholars--36% (99 of 290 scholars 34% 34% for last year)

Grand Prairie Collegiate Institute is a district school of choice within GPISD. We offer an accelerated curriculum with emphasis on Pre-Advanced Placement, Advanced Placement, and Dual Credit courses to prepare scholars for college and beyond. Approximately one-third of our population has been identified as Gifted and Talented and we continuously strive to challenge scholars in every academic area. Our economically disadvantaged population is currently 63%; up from 57% last year.

Demographics Strengths

Over one third of our total population has been identified GT and we continuously strive to identify, test and code any scholars showing GT characteristics. These numbers are up 37% from previous year (from 99 scholars to 136 scholars). With a 63% economically disadvantaged population, we must continue to evaluate our accessibility and programs to meet the needs of all our learners. Training and implementation of Capturing Kids' Hearts Program. We utilize Advancement Via Individual Determination to support all content areas. Parent communication is facilitated through the campus website, Canvas, and the GroupMe application.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. **Root Cause:** Students withdraw to attend traditional high schools because of extracurricular programs.

Problem Statement 2: Girl enrollment in engineering courses declines at the high school level. **Root Cause:** Other district schools of choice offer nursing, cosmetology, and medical pathways which are not available at GPCI.

Student Academic Achievement

Student Academic Achievement Summary

Grand Prairie Collegiate Institute Scholars are enrolled in rigorous Pre-Advanced Placement, Advanced Placement, and Dual Credit programs and electives. As a school of choice, scholars and parents support and expect challenging and engaging courses that prepare scholars for college and beyond. The campus has a strong focus on science, engineering, technology, and mathematics (STEM), with most of the high school scholars pursuing engineering pathways. Project Lead the Way (PLTW), a rigorous engineering program, provides high school credits and advanced placement credits to qualifying students. At the middle school level, all scholars are enrolled in a STEM elective course that focuses on the using the design process, which promotes critical thinking in all areas of study. Scholars are prepared for the demands of post-secondary education through the college prep program, Advancement Via Individual Determination, or AVID. The campus is currently awaiting word on the status of our Site of Distinction application. Grand Prairie Collegiate Institute intentionally strives to develop and utilize strategies aimed at scholar excellence. This year the campus will aim to maintain the STAAR/EOC goals of 80% Meets and 70% Masters levels for student growth.

Student Academic Achievement Strengths

For the 2018-2019 school year Grand Prairie Collegiate Institute will operate as a school of choice campus serving grades six through twelve. The enrollment for 2017-2018 is 309 students. The overall enrollment has increased 356% since the school opening in 2013; however, campus demographics have remained relatively the same and continue to mirror the diversity located throughout GPISD. This meets the projected growth model adding one level per year while maintaining the initial 2 cohorts at 22 or below.

Accelerated instruction classes have been built for scholars and will focus on the grade levels and subjects noted in the data reviewed section. The CIC must evaluate current strategies, regardless of funding, for improvements. The CIC will evaluate the progress of students participating in an accelerated instruction program for effectiveness and improvement. In 2018 – 2019 all scholars in 8th grade were accelerated into high school Biology. In 2017-218 11 Juniors and 5 seniors began attending University of North Texas Dallas. They are participating in two courses two days a week on the UNT Dallas campus. This year, Juniors and Seniors will attend the University of Texas-Arlington for dual credit courses. All of our seniors will also have an opportunity to participate in internship programs with local engineering firms, one of which is Lockheed Martin located here in Grand Prairie.

GPCI has earned six of seven TEA distinctions this past year. The four areas of distinction are Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Social Studies, Science, Closing Performance Gaps, and Postsecondary Readiness. Percentages of students meeting or exceed STAAR passing standards are significantly above the State and District numbers for all grade levels and all ethnic groups in all subjects tested. The Texas Education Agency also renewed GPCI as a STEM academy for our continued strength in STEM education for all scholars.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Campus struggles to retain staff in tested content areas, including Social Studies, ELA, & STEM. **Root Cause:** GPCI Instructors are often required to teach more than one course, resulting in a added pressure.

Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. **Root Cause:** Since scholars perform at high levels, the ability to sustain growth becomes more difficult.

School Processes & Programs

School Processes & Programs Summary

Grand Prairie Collegiate will continue to focus on student achievement through resources such as the TEKS Resource System, Edugence, and a learning management system for a more meaningful analysis of data. The core content teachers, through the use of common planning, will continue to improve implementation of previously mentioned resources and data collaborations. Intentional planning will occur during Professional Learning Communities to promote best practices and student achievement. Intentional sharing of content blueprints as a faculty will be had in order to continue our culture of cross-curricular instruction. GPCI leverages the resources from the district (Springboard, Online resources through textbook publishers) with those of 199 funded programs like Compass and a quality LMS- Canvas. The CIC will review current and potential supplemental curriculum, including technology-based programs, for quality and usage.

School Processes & Programs Strengths

Canvas will continue to evolve and be utilized in innovative ways and will be our main LMS. Instructors with more than one year at GPCI have grown beyond simple functions to using its data capturing capabilities to steer instruction based on scholar need. All new instructors are on a continuous growth trajectory with regard to lesson frames and intentionally focusing on specificity and academic vocabulary in conjunction with data. The TEKS Resource Systems is used to base lesson planning and implementation. Effective scientifically based researched materials are used to supplement teaching and learning efforts. Data collection and analyzing are reflected upon through daily products, performance indicators, student work and district assessments. Teachers visit other teachers' classrooms for Learning Walks. There will be close monitoring of pacing guidelines and identification of learning gaps in performance indicators.

Domain 2a (relative performance) and 2b (academic growth). It sounds simple, but it requires a very focused look at data and then a very intentional delivery and intervention that is individual driven. GPCI provides continued training concerning scope and sequence, Objective/Products, lesson framing and Performance Assessments. There is a development of teacher-produced formative assessments that check for student understanding. GPCI instructors include an extension of products in the form of writing in their lesson plans for all core contents and electives. Individual Success Plans are created for the development of interventions for all students. Scholars perform quarterly reflections on district assessments. They reflect on problems missed (choosing between their simple mistake or their area of confusion). Scholars reflect on their progress on district assessments according to their identified target score for demonstrating growth on State Assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: GPCI instructors are required to teach multiple subjects. **Root Cause:** Due to the accelerated curriculum, scholar need vary and the master schedule is often adjusted to meet those needs.

Problem Statement 2: Over 60% of local and Title budgets are allocated for instructor professional development. **Root Cause:** GPCI offers programs such as PLTW, AVID, and Capturing Kids' Hearts.

Perceptions

Perceptions Summary

The climate and culture of Grand Prairie Collegiate is one of excellence and competitiveness. Scholars participate and achieve district, state, and national recognition in competitions such as National History Day, Robotics, and SkillsUSA. All scholars, parents, instructors and administrators are expected to work diligently towards academic, social and emotional success. GPCI actively seeks out partnership opportunities with both families and the community. We follow all local board policy in creating a campus improvement committee which utilizes staff, parents, community members, business representatives, and district level support personnel. As we grow, we continue to work towards creating multiple opportunities for parents to enrich the school environment. In addition to traditional offerings such as PTA, CIC, and academic parent nights, GPCI offers Parent University nights in order to help parents better understand and collaborate with each other regarding the unique needs of our scholars. We also seek to create a culture and climate of high engagement, high rigor, and high expectations. A focus on staff, student, and parent development is key to the mission and vision of our school. Our campus utilizes innovative techniques and fosters a twenty-first century learning environment.

Perceptions Strengths

We have many strengths related to culture, climate, values, and beliefs. First of all, we have actively involved parents and community partners. We have an active PTA, CIC, AVID Site-Team, and T-STEM Advisory Council which are comprised of parent and community partners. As a School of Choice, all families have made the decision to attend our school without an attendance zone. GPCI commitment letters which includes the GPCI Code of Ethics and parent involvement are signed by 100% of all stakeholders each year. Our unique school structure enables more flexibility for community involvement opportunities. Small campus size leads to high levels of commitment and teamwork. We have high levels of parent involvement, and interpersonal relationships among students are positively impacted by being in a small environment with like-minded peers. Scholars are motivated and encouraged to compete beyond the classroom and are required to participate in at least one competition. We also have leadership organizations such as Chancellor's Cabinet, Ambassadors Program, and CTSO Officers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to market the various programs and continue to grow pathways at GPCI. **Root Cause:** The campus enrollment is small, 300 students and being able to justify and provide multiple options is a challenge.

Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. **Root Cause:** Scholars lack skills necessary for college and advanced coursework.

Comprehensive Needs Assessment Data Documentation

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








Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

Evaluation Data Source(s) 1: PLC rosters, training agendas, intervention documentation, tutoring records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Grand Prairie Collegiate Institute PLC's have been reorganized to provide collaboration, data analysis and support to teachers within the vertical alignment for their courses.	2.4, 2.5	Dean of Instruction Chancellor	Increased rigor of student lessons and alignment of curriculum.				
Problem Statements: Student Academic Achievement 1, 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:



Student Academic Achievement
Problem Statement 1: Campus struggles to retain staff in tested content areas, including Social Studies, ELA, & STEM. Root Cause 1: GPCI Instructors are often required to teach more than one course, resulting in a added pressure.
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Source(s) 2: Enrollment data, GPISD assessment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Grand Prairie Collegiate Institute will advocate for and advertise preschool programs within the district.	3.1	Chancellor Campus Secretary	Postings for enrollment and parent information flyer				
Problem Statements: Demographics 1, 2							
							

Performance Objective 2 Problem Statements:








Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Problem Statement 2: Girl enrollment in engineering courses declines at the high school level. Root Cause 2: Other district schools of choice offer nursing, cosmetology, and medical pathways which are not available at GPCI.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Source(s) 3: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Utilize campus partnerships to provide students with college schedules to complete coursework including up to two years of college credit.	2.4, 2.5	Counselor Administrators	Completed Dual Credit coursework on Transcripts				
Problem Statements: Perceptions 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:








Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Source(s) 4: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide additional interventions for students not mastering course content and passing STAAR EOC's to increase probability of mastery on subsequent administrations.		Chancellors Teachers Administrators	Decrease in the number of students returning to home campuses.				
Problem Statements: Demographics 1 - Student Academic Achievement 2 - Perceptions 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:








Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.
Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Evaluation Data Source(s) 5: tutoring records, prescriptive interventions cocumentation

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) 1) Refer families to GPISD Migrant Recruiter, Homeless Liaison, Social Worker, Bilingual/ESL teachers or Special Education Diagnostician to provide appropriate services based on needs. Implement TX Migrant supplemental services.	2.6	PEIMS/Attendance Clerk	Students' needs identified and services provided through Migrant, Homeless, SPED and ELL departments and staff.				
Problem Statements: Demographics 1, 2 - Perceptions 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:



Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Problem Statement 2: Girl enrollment in engineering courses declines at the high school level. Root Cause 2: Other district schools of choice offer nursing, cosmetology, and medical pathways which are not available at GPCI.
Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

Evaluation Data Source(s) 6: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) 1) Implementation of Capturing Kids' Hearts. Facilitate Rachel's Challenge to build relational capacity between students, staff, parents and improve school climate.	2.5	Administrators	Improved school climate and increase sense of belonging. Bullying decrease.				
Problem Statements: Demographics 1 - Student Academic Achievement 2 - Perceptions 2							
							

Performance Objective 6 Problem Statements:



Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.
Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Source(s) 7: Attendance Reports.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Ongoing role of Title 1 Facilitator to help with reviewing attendance reports, and facilitating attendance meetings to communicate and resolve attendance issues with admin, scholars and parents.	2.5	Title I Facilitator and Administrators	Increased attendance rates and increased learning time.				
Problem Statements: Student Academic Achievement 2 - Perceptions 2							
							

Performance Objective 7 Problem Statements:









Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.
Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Evaluation Data Source(s) 1: classroom walkthrough data, teacher evaluation system data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 1) Four administrators assigned to specific instructors to insure timeliness and effective T TESS observations. Weekly walk throughs performed with timely feedback/coaching using Edivate Website. Walk through data used on T TESS Formative and Summative Reviews.</p>	2.5	Administrators	85% of our instructors will be rated Accomplished or Distinguished on T TESS Summative Reviews.				
Problem Statements: Student Academic Achievement 1, 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 2) Use Edugence Website to provide immediate Professional Staff Development (Exemplar Videos) based on outcomes of walk throughs and T TESS observations.</p>	2.5	Administrators	85% of our instructors will be rated Accomplished or Distinguished on T TESS Summative Reviews.				
Problem Statements: Student Academic Achievement 1, 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Campus struggles to retain staff in tested content areas, including Social Studies, ELA, & STEM. Root Cause 1: GPCI Instructors are often required to teach more than one course, resulting in a added pressure.








Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. **Root Cause 2:** Since scholars perform at high levels, the ability to sustain growth becomes more difficult.

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Source(s) 2: retention data, recruitment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) 1) Provide ongoing professional development to retain effective teachers and instructional leaders.	2.5	Dean of Instruction and Chancellor	Increased rigor of student lessons and alignment of curriculum. Increased student achievement.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:









Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.
School Processes & Programs
Problem Statement 1: GPCI instructors are required to teach multiple subjects. Root Cause 1: Due to the accelerated curriculum, scholar need vary and the master schedule is often adjusted to meet those needs.

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Source(s) 3: PLC feedback, lesson plans, student achievement data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) Provide staff development training in regards to effectively reviewing data--such as upgrades and downgrades in state and district testing.</p>	2.4, 2.5	Dean of Instruction and Chancellor	Increased student achievement.				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) 2) Instructor Reflection Forms and Goal Settings are completed and reviewed each nine weeks. PLC time and staff meetings are used to reflect on Renaissance 360 data, district assessment data, Staar/EOC data, and RTI interventions.</p>	2.4, 2.6	Dean of Instruction and Chancellor	Increased Student Achievement				
Problem Statements: Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:








Student Academic Achievement
<p>Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.</p>

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

Evaluation Data Source(s) 1: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) 1) GPCI will strive to maintain open lines of communication with parents, community, and other stakeholders through: weekly bulletin, SKYWARD messenger, Canvas Learning Management System, Scholar planners, Twitter, GroupME, and campus website.</p>	3.2	Chancellor Academic Coordinator Dean of Instruction Parent Liaison	Increased parental involvement at Parent Universities, school wide activities, and academic nights				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1, 2 Funding Sources: 211 - Title 1 - 450.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Student Academic Achievement
Problem Statement 1: Campus struggles to retain staff in tested content areas, including Social Studies, ELA, & STEM. Root Cause 1: GPCI Instructors are often required to teach more than one course, resulting in a added pressure.
Perceptions

Problem Statement 1: There is a need to market the various programs and continue to grow pathways at GPCI. **Root Cause 1:** The campus enrollment is small, 300 students and being able to justify and provide multiple options is a challenge.

Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. **Root Cause 2:** Scholars lack skills necessary for college and advanced coursework.

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Source(s) 2: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) 1) Maintain regular meetings with PTA, CIC, and TSTEM Advisory committees	3.2	Administrative Team	Increased parent and community involvement to insure student achievement in college and career choices.				
Problem Statements: Demographics 1, 2 - Perceptions 1, 2							
Critical Success Factors CSF 1 CSF 6 2) 2) Increase partnerships with universities and engineering/technical companies.	2.5	Chancellor Administrators Counselor	Increased community involvement to insure student achievement in college and career choices.				
Problem Statements: Demographics 1, 2 - Perceptions 1, 2							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:









Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.
Problem Statement 2: Girl enrollment in engineering courses declines at the high school level. Root Cause 2: Other district schools of choice offer nursing, cosmetology, and medical pathways which are not available at GPCI.
Perceptions
Problem Statement 1: There is a need to market the various programs and continue to grow pathways at GPCI. Root Cause 1: The campus enrollment is small, 300 students and being able to justify and provide multiple options is a challenge.
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Source(s) 3: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Parent Universities will be offered 5 times a year, as well as two technology courses and participation in the GPISD College Fair. Parents and scholars are required to participate in the district college night, and all scholars and parents are provided with a one-on-one data conference to better understand their scholar and accountability.</p>	3.2	Academic Coordinator and Chancellor	Increased student achievement and parent involvement				
Problem Statements: Student Academic Achievement 1 - Perceptions 1, 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Surveys will be implemented throughout the year to all stakeholders in an effort to continuously improve our programs and school climate: Fall survey over data conferences and parent university offerings Spring survey over school climate and events as well as suggestions for beginning of the following year.</p>	3.2	Academic Coordinator and Chancellor	Improved parent involvement and decreased scholar turn over from year to year.				
Problem Statements: Demographics 1, 2 - Perceptions 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: GPCI enrollment has consistently declined at the ninth grade level since the 2015-16 school year. Root Cause 1: Students withdraw to attend traditional high schools because of extracurricular programs.

Problem Statement 2: Girl enrollment in engineering courses declines at the high school level. **Root Cause 2:** Other district schools of choice offer nursing, cosmetology, and medical pathways which are not available at GPCI.

Student Academic Achievement

Problem Statement 1: Campus struggles to retain staff in tested content areas, including Social Studies, ELA, & STEM. **Root Cause 1:** GPCI Instructors are often required to teach more than one course, resulting in a added pressure.

Perceptions

Problem Statement 1: There is a need to market the various programs and continue to grow pathways at GPCI. **Root Cause 1:** The campus enrollment is small, 300 students and being able to justify and provide multiple options is a challenge.

Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. **Root Cause 2:** Scholars lack skills necessary for college and advanced coursework.

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

Evaluation Data Source(s) 1: Campus inventory, purchase orders, usage data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) 1) Maintain current hardware and update software programs to implement campus instructional programs for student success.	2.5	Chancellor, Dean of Instruction, Academic Coordinator and IMS	Plan. to. obtain compatible hardware and software annually.				
Problem Statements: Student Academic Achievement 2							

Performance Objective 1 Problem Statements:








Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Source(s) 2: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 1) 1) We will have several workshops through out the year that showcases new ways to incorporate technology into the classroom.	2.5	Chancellor Dean of Instruction	Increase student achievement and engagement.				
Problem Statements: Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:









Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.

Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Source(s) 1: Incident reports. BOE report format.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) 1)Continue the roll of Title 1 Instructional Facilitator to provide additional scholar supervision and monitoring and ensure campus policies and procedures</p>	2.5	Title 1 Instructional Facilitator	Reduce behavior issues. Insure compliance with safety policies and procedures.				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 6</p> <p>2) 2) GPCI utilities the emergency operations plan to insure safety on the campus.</p>	2.5	Title 1 Instructional Facilitator Assistant Principal Chancellor	100% compliance to the emergency operations plan.				
Problem Statements: Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:








Student Academic Achievement
Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.
Perceptions
Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.

Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Source(s) 2: Incident reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) 1) All scholars will participate in programs that support a safe, academic environment: Rachel's challenge, Bullying prevention, Acts of kindness, Scholar code of ethics, Scholar mediation, and AVID.</p>	2.4, 2.5	School Counselor, Administrators, Chancellor	Reduced discipline referrals and incident reports.				
Problem Statements: Student Academic Achievement 2 - Perceptions 2							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: GPCI only received six out of seven distinctions for the 2018-19 school year in ELA, Math, Science, Social Studies, Closing Performance Gaps, and Post-Secondary Readiness. Root Cause 2: Since scholars perform at high levels, the ability to sustain growth becomes more difficult.</p>
Perceptions
<p>Problem Statement 2: Scholar enrollment and commitment at GPCI tends to wane after the first two years due to the rigorous curriculum. Root Cause 2: Scholars lack skills necessary for college and advanced coursework.</p>

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Campus Admin	Darnisha Carreathers	Chancellor
Classroom Teacher	Margaret Feeley-Lacey	Teacher
Classroom Teacher	Chelsie LeBouef	AVID Coordinator
Classroom Teacher	Whitney McColly	Teacher-CTE
Classroom Teacher	Melissa Williams	Teacher
Paraprofessional	Peggy Esquivel	Support Services
PTA Representative	Tonya Savage	PTA Representative
Campus Admin	Debra Sala	Asst. Principal
Campus Admin	Timothy Whiting	Dean of Instruction
Campus Professional	Robert Brown	Title 1 Instructional Facilitator
Counselor	Ronda Swanigan	Counselor
Campus Admin	Apryl Hairston	CTE/STEM Facilitator

District Funding Summary

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$450.00
Sub-Total					\$450.00
Grand Total					\$450.00