

**Grand Prairie Independent School District**  
**South Grand Prairie High School**  
**2022-2023 Campus Improvement Plan**



# **Mission Statement**

Our mission is to create a learning environment that promotes high academic achievement, capitalizes on student career interests and attitudes, prepares students for college, and encourages student involvement in order to produce responsible and successful citizens.

## **Vision**

To equip students with the tools necessary to navigate an ever-changing global society by fostering their desire to pursue lifelong academic, cultural, social-emotional, and technological awareness that extends far beyond the high school experience.

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

## Demographics

### Demographics Summary

South Grand Prairie High School is a 6-A comprehensive high school that has a culturally and economically diverse population. South Grand Prairie High School (SGPHS) is a 9-12th grade campus and has approximately 3,500 students. **62%** of the students are economically disadvantaged, and **18.2%** are English Language Learners, and **9.2%** of students who qualify for special education services. We house several levels of specialized SPED services, including CARES, Functional Skills programs, SEA, and 18+. The campus has a mobility rate of **14.3%**. SGPHS has accreditation from the Texas Education Agency with a grade of 75 - C for the 2022 school year. In addition, SGPHS earned a distinction in Postsecondary Readiness. South Grand Prairie High School prides itself on building a deliberate academic plan for all students; developing a campus culture that is committed to closing gaps; and counseling that provides instructional focus to meet student needs. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

The curriculum includes both college preparatory and career-readiness courses. This effort was designed to address preparation for post-secondary studies. SGPHS offers six Programs of Choice: Horticulture, Center for Sports Medicine, Veterinary Studies, Education and Leadership Training, Computer Science, and the SGPHS Early College High School.

We have over 275 staff members who service and support our students. Our teachers have an average of **10.7** years of teaching experience and **7.5** years of experience with the Grand Prairie ISD. All of our teachers hold a Bachelor's degree with **37%** hold a Masters, and **3%** have their Doctorate. Approximately **45%** of our staff are males and **55%** of our staff are females.

### Demographics Strengths

We have a rich multicultural student population. We have been successful in identifying our at-risk students that are in need of remediation and support in all content areas using data from sources such as STAAR EOC, Edugence, and Skyward. Our Associate Principal and Dean of Instruction help identify instructional strategies based on various data sources to address specific needs of students across all content areas.

### Problem Statements Identifying Demographics Needs

**Problem Statement 3:** Students are stating there are needs for growth in the areas of Diversity, Equity, and Inclusion (DEI). **Root Cause:** Students have expressed that there are needs to established policies and practices to create a campus atmosphere that affirm, respect, and value the diversity of all SGPHS students.

# Student Learning

## Student Learning Summary

South Grand Prairie High School prides itself on building a deliberate academic plan for all students; developing a campus culture that is committed to closing performance gaps; we provide intentional instructional focus to meet student needs. According to our TEA 2022 Accountability Summary, South Grand Prairie High School met standard and earned a grade of 75 (C) from the TEA. South Grand Prairie High School received a Distinction in Postsecondary Readiness.

## Student Learning Strengths

Through our District's partnership with the University of Texas at Austin, we offer OnRamps courses and have personnel on campus who assist students in navigating the college application and admissions process. Participation in these advanced classes grows each year and is projected to continue to do so. We also offer AVID and SAT prep courses as well as several CTE classes, including seven pathways and several programs of choice. All juniors are SAT tested and all sophomores are PSAT tested. The ASVAB is also given to seniors.

Our strengths in the area of academic achievement lie in the many opportunities we provide all students to be successful in their academic journey. In addition to our advanced placement opportunities we also offer targeted interventions for our at-risk students. Targeted interventions including tutorials, night school for credit recovery, Warrior Academy for grade recovery for the first and third quarters, and APEX. We offer scheduled APEX classes for credit recovery during the normal school day. Counselors run failure reports each quarter and schedule individual face-to-face meetings with each student on the report. Counselors also conduct class chats once a year to monitor student progress and discuss potential obstacles and solutions to graduation. Our Counseling Department uses the XELLO tool so students can explore college and career opportunities and develop a career plan.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 2:** Students receive a passing grade for a class but fail to earn credit. **Root Cause:** Student do not earn credit due to attendance failure and attendance requirements.

**Problem Statement 3:** Based on student surveys, students say that they want for academic classes to be more engaging. **Root Cause:** Teachers need training on engagement strategies.

**Problem Statement 4:** Based state accountability reports, we have areas of significant academic needs in all core areas. **Root Cause:** Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

# School Processes & Programs

## School Processes & Programs Summary

At South Grand Prairie High School we pride ourselves in systems thinking and leading by design. Our Professional Learning Communities (PLC's) are scheduled during the school day to provide all state-tested core content teachers the opportunity to collaborate and focus on Vertically and Horizontally Aligned Curriculum and Data-Driven Decisions. All other teachers are required to schedule available time during common planning and after school to collaborate as a PLC.

Our Administrators have implemented a walkthrough and coaching system. This system has intentionally grouped teachers and administrators to appropriate content areas to focus on growth and support. This allows teachers receive professional development throughout the school year to support their individual goals, interests and needs. Teachers receive feedback from walkthrough data compete with refinement and reinforcements. Coaching opportunities and professional development is focused on quality pedagogy and research-based field tested strategies such as critical questions that address data-driven student needs.

Students at SGPHS are challenged to meet their full educational potential by all teachers who focus on the whole student academically and via extracurricular engagement. Teachers utilize best instructional practices they have researched, obtained via professional development and shared by their T-TESS evaluators.

SGPHS is a traditional high school that also offers multiple Programs of Choice options for students (e.g., Center for Sports Medicine, Education and Leadership Training, Veterinary Studies, Computer Programming, and the SGP Early College High School). Shared and distributed leadership within the building allows us to have a highly effective decision-making process and ensures we all take ownership for the success of South Grand Prairie High School.

GPISD is a 1:1 technology school year for most students in elementary and secondary grades. SGPHS has two on-site Instructional Media Specialists and an on-site Instructional Media Aide available to assist with technology issues as well as train staff members on technology-based educational tools to help enhance instruction in the classroom. Our campus technology initiatives are in compliance with the GPISD Technology Plan.

## School Processes & Programs Strengths

Our Progress Monitoring System is instrumental tracking student progress. The system allows us to disaggregate data to determine strengths and weaknesses. One of our key strengths is that we regularly conduct progress monitoring using Formative and Informative Checkpoints and quarterly assessments to help identify the instructional needs of our campus in order to create data-driven lessons and implement effective interventions for students. Our PLC protocol is refined and streamlined to allow teachers the opportunity to collaborate, plan, and analyze student work. District Academic Facilitators support our Principal and Deans by developing and monitoring our Campus Improvement Plan and helping to monitor and support our PLC's. We offer common assessments and resources (e.g., instructional coaching for teachers and differentiated professional development geared toward addressing the needs of individual teachers) to enhance student learning and provide effective research-based strategies to supplement teaching and learning efforts. Ongoing tutoring is offered to students throughout the school year to support extended learning and student mastery. Warrior Academy provides students the opportunity to recover failing grades from the first and third quarter.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause:** Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.

**Problem Statement 2:** Our at-risk students need encouragement and guidance to help them reach their full academic potential. **Root Cause:** Our at-risk students lack mentoring opportunities with staff members.

**Problem Statement 3:** Our teachers are struggling with students who have endorsements/pathways that do not pertain to their interest. **Root Cause:** Students choosing pathways in 8th grade without having a solid knowledge base of what they are choosing.

**Problem Statement 4:** Students have stated a need to address diversity, equity and inclusion issues within the campus to ensure student acceptance and success. **Root Cause:** From student experience focus groups, students have stated a need to address societal issues that are also present in the classroom and address diversity, equity, and inclusion.

**Problem Statement 5:** Student participation in Advanced Placement courses and scores on AP exams are not comparable to our TEA campus group. **Root Cause:** Advanced Placement teachers may not be properly aligning their instruction with how students are tested or need additional support for higher-level questioning and rigor.

# Perceptions

## Perceptions Summary

Administrators work closely with all stakeholders to facilitate meaningful relationships and partnerships. Parental involvement with our school helps to enhance the learning ability of children and helps parents identify a secure and valuable school community with educational resources. Our booster clubs and parental support for our extracurricular programs help enrich our climate and culture. Parental involvement through the Campus Improvement Committee (CIC) also allows parents the opportunity to have input on campus strategies and offer solutions to help meet the needs of our community. The CIC operates throughout the year in an advisory capacity to help impact the culture and climate of our school community. SGPHS uses *Capturing Kids' Hearts* (CKH) principles for classroom management and to enhance relational capacity. SGPHS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Based on our TEA 2022 Accountability Summary, we had a 95.2% attendance rate. Our attendance goal is at least 97% attendance. We plan to work towards this goal by promoting student engagement, implementing attendance incentives and contracts.

## Perceptions Strengths

We provide all staff members the opportunity to improve our culture through the creation and implementation of campus committees, clubs, and other organizations. There are numerous clubs and activities available for student participation. Student-led pep rallies and celebration days/weeks are held throughout the year to promote a positive school culture and environment (e.g., Red Ribbon Week, Spirit Week, StuCo Rush Week, Homecoming Week, Breast Cancer Awareness Pep Rally, College Days, etc.).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We need to reach 97.2% attendance to reach Q1 based on our TEA campus group. **Root Cause:** All students are not connected to the campus or engaged in the learning that is taking place. There are small sectors with lack of parent/student involvement.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: September 13, 2022

**Goal 1: Student Achievement:** Grand Prairie ISD will ensure that ALL students will increase academic performance and growth outcomes in comparison to state and national standards in the areas of reading, writing, mathematics, science, and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, college and career data, graduation/dropout/completion rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 1:** Increase the academic achievement for all students as measured by district and state assessment performance and growth.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Data Sources and TEA Accountability Ratings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will support process improvements for at-risk student identification and services. We will use formative and summative assessment data to identify and provide interventions for struggling students. <b>Strategy's Expected Result/Impact:</b> Decrease failure rate Increased passing rate Increases in Index 1 of State Accountability <b>Staff Responsible for Monitoring:</b> Administration Dean Teachers Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will reduce dropout rates and increase teacher, administrator, and counselor student data monitoring to improve interventions based on multiple data points <b>Strategy's Expected Result/Impact:</b> Continued implementation of teacher data reflection  Fewer students need IGC  More students with credit attainment <b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SGPHS will continue to track grade recovery, drop-out prevention, APEX, Night School, Warrior Academy and EOC Interventions <b>Strategy's Expected Result/Impact:</b> Fewer students failing courses  Decrease in drop-out numbers  More credit acquisition  Fewer IGC students  Increased graduation rates <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> SGPHS will continue with ongoing interventions for students who have not passed EOCs and who are credit deficient <b>Strategy's Expected Result/Impact:</b> Successful completion of EOC graduation requirements for at-risk students  Meeting graduation credit attainment requirements for at-risk students <b>Staff Responsible for Monitoring:</b> Dean of Instruction Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> SGPHS will implement H.B. 5 requirements regarding Accelerated Instruction for at risk students and document in Edugence. <b>Strategy's Expected Result/Impact:</b> Successful completion of A.I and earned credits <b>Staff Responsible for Monitoring:</b> Teachers Dean of Instruction Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> SGPHS will utilize PLC to continuously reflect on academic growth through lesson frames, instructional planning and delivery, student work, staff development, and assessment data for continual improvement <b>Strategy's Expected Result/Impact:</b> Progress monitoring to attain weekly/quarterly/yearly goals <b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Academics Dean of Students Dean of Instruction Assistant Principals Department Chairs/PLC Leads		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Goal 1: Student Achievement:** Grand Prairie ISD will ensure that ALL students will increase academic performance and growth outcomes in comparison to state and national standards in the areas of reading, writing, mathematics, science, and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, college and career data, graduation/dropout/completion rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high-quality early education initiatives and programs. (ESSA requirement)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, Programs of Study completion. Licenses and Certifications.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will refine and expand activities for building college-bound and workforce-ready students with stronger character, ethics, and integrity. We will increase the number of certifications earned through CTE. <b>Strategy's Expected Result/Impact:</b> Increase in certifications <b>Staff Responsible for Monitoring:</b> Administrators College & Career Center	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will continue Advisory period (Tribe) with elements targeting character, career, and life skills <b>Strategy's Expected Result/Impact:</b> Increase in college and learning of work-based opportunities <b>Staff Responsible for Monitoring:</b> Counselors Administrators Tribe Leaders Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SGPHS will continue to utilize College and Career (Go Center) Counselor to increase awareness of resources, increase acceptance to post secondary programs and increase scholarship awards. <b>Strategy's Expected Result/Impact:</b> increase awareness of resources, increase acceptance to post secondary programs and increase scholarship awards. <b>Staff Responsible for Monitoring:</b> Campus Principal Associate Principal College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All teachers will receive additional SIOP training to implement ELL strategies in the classroom. <b>Strategy's Expected Result/Impact:</b> Increase in ELL STAAR EOC scores. <b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 1: Student Achievement:** Grand Prairie ISD will ensure that ALL students will increase academic performance and growth outcomes in comparison to state and national standards in the areas of reading, writing, mathematics, science, and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, college and career data, graduation/dropout/completion rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

### HB3 Goal

**Evaluation Data Sources:** Tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will encourage, require and maintain GT, AP, ESL/LEP, and SPED training as appropriate/required for teachers <b>Strategy's Expected Result/Impact:</b> Ongoing support for student needs <b>Staff Responsible for Monitoring:</b> Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will utilize Edugence to input necessary data, student work and evidence to show ongoing interventions and support for ESL/LEP and SPED students. <b>Strategy's Expected Result/Impact:</b> Increase in achievement performance for these student groups <b>Staff Responsible for Monitoring:</b> Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Student Achievement: Grand Prairie ISD will ensure that ALL students will increase academic performance and growth outcomes in comparison to state and national standards in the areas of reading, writing, mathematics, science, and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, college and career data, graduation/dropout/completion rates. (TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

**Evaluation Data Sources:** Program documentation (Kindness Clubs and/or Capturing Kids' Hearts), student/teacher feedback & surveys.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Life Coordinator will focus on increasing parent, community and teacher involvement through social media, parent programs, and other outreach programs. <b>Strategy's Expected Result/Impact:</b> Increased engagement of all stakeholders <b>Staff Responsible for Monitoring:</b> Administration Campus Life Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will create and post our Parent Involvement Campus Policy on our website <b>Strategy's Expected Result/Impact:</b> Increase awareness, steps and opportunities for parents to become active/engaged members of our school community. <b>Staff Responsible for Monitoring:</b> Administration CIC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SGPHS utilize campus social workers and to address the social and emotional well being of students. <b>Strategy's Expected Result/Impact:</b> Increase accessibility to and response to student related concerns. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Unlocking Leadership, Recruitment, Support, and Retention of Personnel: Qualified and highly effective personnel 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 outcomes. Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 1:** Continue to support the district's leadership mission and goals: We Create Success--We Lead by Example--We Empower People through leadership development initiatives and professional development for teachers and staff to improve student learning.

### HB3 Goal

**Evaluation Data Sources:** T-TESS evaluation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS has developed and implemented a walkthrough system that provides each PLC and content area with an administrative coach for growth, improvement and feedback. <b>Strategy's Expected Result/Impact:</b> professional growth/development and highly effective teachers <b>Staff Responsible for Monitoring:</b> Campus Principal Administrators  <b>Funding Sources:</b> - 199 - SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will increase the use of formative and teacher-student feedback in all classrooms through the use of walkthroughs, student work and student assessments <b>Strategy's Expected Result/Impact:</b> Increased communication and progress monitoring  Increased student success and achievement <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2:** Unlocking Leadership, Recruitment, Support, and Retention of Personnel: Qualified and highly effective personnel 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 outcomes. Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff 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.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** retention data, recruitment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will design and implement a training plan to build capacity to meet or exceed highly qualified and highly effective teaching and learning measures including local criteria for district teaching certificates. <b>Staff Responsible for Monitoring:</b> Campus Principal Administration CIC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will utilize SCE funds to provide additional teachers to meet the needs of students with specific needs. <b>Strategy's Expected Result/Impact:</b> Improved Student Achievement <b>Staff Responsible for Monitoring:</b> Administrators  <b>Funding Sources:</b> See Addendum Spring 2018 Certification of Federally Funded Employees - 199 - SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will utilize ESSER funds to provide additional teachers to meet the needs of students with specific needs. <b>Strategy's Expected Result/Impact:</b> Improved Student Achievement <b>Staff Responsible for Monitoring:</b> Principal Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Unlocking Leadership, Recruitment, Support, and Retention of Personnel: Qualified and highly effective personnel 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 outcomes. Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

### HB3 Goal

**Evaluation Data Sources:** PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS has developed and implemented a walkthrough system that provides each PLC and content area with an administrative coach for growth, improvement and feedback. <b>Strategy's Expected Result/Impact:</b> professional growth/development and highly effective teachers <b>Staff Responsible for Monitoring:</b> Campus Principal Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will continue to focus on utilizing CKH relationship activities in all classrooms and settings. <b>Strategy's Expected Result/Impact:</b> Increased relationship building throughout the campus. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Parent/Community Engagement: Parents, families, and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6)

**Performance Objective 1:** Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Numbers of parents/family/community members served, in attendance. Feedback forms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will seek input from CIC to create and post our Parent Involvement Campus Policy on our website. Policy will be complete with a variety of ways parents can get involved. <b>Strategy's Expected Result/Impact:</b> Increased parent/family, community involvement engagement <b>Staff Responsible for Monitoring:</b> Administration ECHS Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will build capacity of parents to support student learners by offering a minimum of 4 academic workshops per year. <b>Strategy's Expected Result/Impact:</b> Increased parent/family, community involvement engagement <b>Staff Responsible for Monitoring:</b> Administration Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SGPHS Counselors and Campus Life Coordinator will gather information regarding parent/community satisfaction utilizing a variety of methods including but not limited to surveys <b>Strategy's Expected Result/Impact:</b> Honest view of parent feedback/input  Incorporate potential feedback into improvement plans <b>Staff Responsible for Monitoring:</b> Administration Campus Life Coordinator Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> SGPHS will build stronger relational capacity between campus staff and parents to support student learners by offering a minimum of 4 academic workshops per year.  <b>Strategy's Expected Result/Impact:</b> Increased parent/family, community involvement engagement <b>Staff Responsible for Monitoring:</b> Administration, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**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 : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 6)

**Performance Objective 1:** Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.

**High Priority**

**Evaluation Data Sources:** Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS IMS will conduct inventory audit on technology hardware and software applications listed on our campus/GPISD Technology. We will request/update and replace as needed. <b>Strategy's Expected Result/Impact:</b> Update and improve technology. <b>Staff Responsible for Monitoring:</b> Administrators IMSs	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**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 : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 6)

**Performance Objective 2:** GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

**Evaluation Data Sources:** Classroom walk-throughs, teacher feedback, usage logs





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will comply with all requirements/expectations within the GPISD digital integration plan. We will create and roll out a plan for device deployment. <b>Strategy's Expected Result/Impact:</b> Comprehensive digital integration  Enhancement in the teaching and learning process <b>Staff Responsible for Monitoring:</b> Associate Principals Administration IMSS Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will increase knowledge, skills and instructional capacity for teacher to utilize technology in the classroom. Instructional Media Specialist will work with teachers to develop lessons that incorporate meaningful use of technology to enhance student learning. <b>Strategy's Expected Result/Impact:</b> Increase effective 21st Century instruction <b>Staff Responsible for Monitoring:</b> Teachers IMSS Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 5:** Safety and Well-being -- GPISD will provide a safe, disciplined, and healthy environment conducive to student learning. Measurements: Safety audit reports, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 1:** GPISD will continue to ensure the safety and well-being of students, staff, and parents, and community members.

**High Priority**

**Evaluation Data Sources:** Incident reports, COVID-19 reporting, BOE report format.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS will comply with all GPISD Safety and Security expectations as noted in Safety and Emergency Plans. <b>Strategy's Expected Result/Impact:</b> Safe campus environment conducive to learning <b>Staff Responsible for Monitoring:</b> Campus Principal Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SGPHS will add door entry protocols for entering the building including a buzzer system and staff assigned to monitor access to all buildings. <b>Strategy's Expected Result/Impact:</b> Controlled access to enter all campus buildings <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Safety and Well-being -- GPISD will provide a safe, disciplined, and healthy environment conducive to student learning. Measurements: Safety audit reports, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

**Evaluation Data Sources:** Incident and Attendance reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SGPHS has identified an administrator to serve as the Campus Behavior Coordinator to improve communication between students, parents, campus and district in disciplinary and safety matters. <b>Strategy's Expected Result/Impact:</b> Effective management framework <b>Staff Responsible for Monitoring:</b> Campus Principal CBC Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Goal 5:** Safety and Well-being -- GPISD will provide a safe, disciplined, and healthy environment conducive to student learning. Measurements: Safety audit reports, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 3:** Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plans for cleaning, entry, faculty, staff, and students will be implemented to reduce the risk of transmission of the Covid 19 virus. <b>Strategy's Expected Result/Impact:</b> Minimize the risk for all parties. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. <b>Strategy's Expected Result/Impact:</b> Decrease in behavioral and discipline referrals. Support students' overall wellbeing <b>Staff Responsible for Monitoring:</b> Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Safety and Well-being -- GPISD will provide a safe, disciplined, and healthy environment conducive to student learning. Measurements: Safety audit reports, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

**Performance Objective 4:** Provide continuous training, initiatives, and support to address bullying, suicide, and drug prevention.

**Evaluation Data Sources:** Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources

## Targeted Support Strategies

Goal	Objective	Strategy	Description
5	3	2	Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	3	2	Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.

# Plan Notes

CIP formally accepted by CIC on September 16, 2021.



# Campus Improvement Committee

Committee Role	Name	Position
Principal	Larry Jones	
Administrator	Jeff Provence	
Dean of Instruction	Sara Barlow	
Parent	Dion Brown	
Classroom Teacher	Conshetta Hopson	
Classroom Teacher	Brooks Ordich	
District-level Professional	Aniska Douglas	
Community Representative	Brad Golden	
Business Representative	Alex Godina	
Non-classroom Professional	Kristina Sanders	
Classroom Teacher	Jennifer Jordan	
Classroom Teacher	Jordan Thomas	
Classroom Teacher	Margie Hollywood	
Classroom Teacher	Shelby Henry	
Business Representative	Tyra Garcia	
Community Representative	Prudence Mathis	
Parent	Salondra Hunnicut-Taylor	
Classroom Teacher	Vanessa Urteaga	

# Campus Funding Summary

199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	2	See Addendum Spring 2018 Certification of Federally Funded Employees		\$0.00
Sub-Total					\$0.00

# Addendums

**South Grand Prairie High School  
Campus Parent Involvement Policy  
2021-2022  
Larry Jones, Principal**

***Grand Prairie Independent School District Board of Education Policy EHBD (Local) states:***

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.
3. Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

GPISD holds an annual consultation to gather input on the parent involvement policy. Drafts are also posted online for review. The central Education Improvement Committee (EIC), whose membership includes parent representatives, reviews the policy.

South Grand Prairie High School holds an annual consultation to gather input on the campus parent involvement policy. The campus Parent Involvement Policy is posted on the campus website.

***U.S. Education Code Section 6318 requires:***

- A. Involve parents in the development of the plan under section 6312 of this title, and the process of school review and improvement under section 6316 of this title.***

South Grand Prairie High School develops an annual Campus Improvement Plan (CIP). The CIP has a Parent Involvement section. The Campus Improvement Committee (CIC) is responsible for developing this written plan. The CIC includes parents and community members, as well as teachers and other campus staff. You may volunteer to become a CIC member.

- B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.***

GPISD provides Parent and Community Liaisons to provide technical assistance and other support to parents about the opportunities available to have a voice in the educational process. The CIC parent representatives work collaboratively with the Principal and campus staff in planning effective parent involvement opportunities to include in the Campus Improvement Plans.

CIC membership is determined annually through a volunteer and nomination process at each campus. Contact the Principal to participate.

- C. Build the schools' and parents' capacity for strong parental involvement as described in sub-section (e) of this section.***

Parent information and academic sessions are offered annually to build capacity for parent participation for improving student achievement and school performance. Required information regarding curriculum and student assessments is provided annually.

Parents have the right to request information regarding qualifications of their child's teacher(s) at any time. GPISD is required to notify parents if a teacher who is not highly qualified or properly certified is teaching their child for a period of four weeks or more.

GPISD provides supplemental parent involvement services via the Parent Involvement Center (PIC). The PIC is designed to involve the family in the educational process. Activities encourage parents to actively participate in creating and implementing educational programs. Parents are served in the home language as necessary to ensure that all parents are aware of their right to be involved and informed.

The Family Service Center is located at:

2341 S. Beltline Rd

Grand Prairie, TX. 75050

Contact: Maria Herrera – Director of Family and Community Engagement

972-623-9000

*D. Coordinate and integrate parent involvement strategies with Title I, Special Education, Early Childhood Education and other preschool programs.*

The Comprehensive Needs Assessment (CNA) process ensures the coordination of programs. Parents of young children and well as any special needs students, or students at risk of dropping out of school are encouraged to participate in the development of instructional strategies through the CNA process and by participating in the CIC.

*E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served. Include identifying barriers to greater participation by parents and use the findings to design improvement strategies and to revise, if necessary, the Parental Involvement Policy. The evaluation should address parents who are economically disadvantaged, disabled, Limited English Proficient, limited literacy or of a racial or ethnic minority.*

GPISD administers an annual Parent Involvement Survey.

Contact: Maria Herrera – Director of Family and Community Engagement

972-623-9000

*F. Involve parents in the activities of the schools.*

South Grand Prairie High School involves parents in the development and approval of the Campus Improvement Plan.

An adequate number of parents will work collaboratively with any South Grand Prairie High School campus committee in an organized, ongoing, and timely way, in planning, review, and improvement of campus programs.

Parents will be provided timely information about available programs.

Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet.

Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children.

Parents will receive a timely response to their suggestions. The school will coordinate and provide technical assistance and other support necessary to assist parents in actively participating in the planning and implementing of parent involvement program.

Parent Involvement will be coordinated and integrated with the parent involvement strategies of other programs such as Special Education and 504.

Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary.

The school shall jointly develop with and publish on the school website a written parental involvement policy that describes the requirements in an understandable and uniform format.

The school district shall submit to the Texas Education Agency along with the parent involvement plan any comments of dissatisfaction with the parent involvement program. The school will host parent meetings at varying times to address issues of concern to the children/families of South Grand Prairie High School.

Volunteer to participate in planning parent activities at South Grand Prairie High School.

Volunteer to support student organizations and booster clubs at South Grand Prairie High School.

Join the South Grand Prairie High School Campus Improvement Committee (CIC).

Ask the Principal for a calendar of parent meetings or educational sessions.

Learn to access your child's information via GPISD Skyward computer access.

Ask for assistance at the school or at the Parent Involvement Center.