

**Grand Prairie Independent School District**  
**Grand Prairie High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The job of molding lives is a tremendous challenge. All students can learn when provided proper guidance and support from faculty and administration, effective and continuously evaluated curriculum, and a safe and orderly environment. Our entire staff stays focused and dedicated towards this end.

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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) .....	32
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# Comprehensive Needs Assessment

Revised/Approved: November 01, 2018

## Demographics

### Demographics Summary

Grand Prairie High School is a 6-A comprehensive high school that has a culturally and economically diverse population. Grand Prairie High School is a 9-12th grade campus and has a count of over 2,900 students. 84.3% of the students are Economically Disadvantaged, 37.03% are English Language Learners, and 10.9% of students qualify for Special Education Services. The campus has a mobility rate of 21.2%. Grand Prairie High School (CEEB #442930) is a Title I campus that serves a middle to low income community. The campus has accreditation from the Texas Education Agency with a Met Standard accountability rating.

Our curriculum includes both college preparatory and career-readiness courses. GPHS offers seven Programs of Choice: Center for Law and Public Safety, Firefighter Academy, Center for Sports Medicine, Construction Management and Technology, Education and Leadership Training, Government and Public Administration, Legal Studies, Electrician, and the Early College High School Nursing Academy.

We have over 220 staff members who service and support our students. Our teachers have an average of 8 years of teaching experience and 5 years of experience with the Grand Prairie ISD. 99% of our teachers hold a Bachelor's degree or higher. Approximately 51% of our staff are males and 49% 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 campus Deans, Academic Facilitator, and TAP Master teachers 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 1:** Teachers need to effectively understand and utilize at-risk indicators in Skyward and Edugence to target and intervene for at-risk student population. **Root Cause:** Staff needs comprehensive and thorough professional development and resources to identify at-risk indicators.

**Problem Statement 2:** English Learners and special education students are not performing on the same level as their peers on the English I and English II EOC's. In addition, our English Learners did not meet the state target for closing the gap (Domain III). **Root Cause:** Teachers are not routinely and effectively using language acquisition strategies or accommodations.

**Problem Statement 3:** Economically Disadvantaged students are entering GPHS below grade level in reading. **Root Cause:** High mobility rate and low attendance rate contribute to difficulties with reading comprehension and fluency. In addition, teachers need support in reading instruction.

**Problem Statement 4:** It is necessary to continue to increase support provided to our LEP and ESL students through sheltered instruction and scaffolding to build background knowledge. **Root Cause:** GPHS needs additional staff support, such as ESL aides and ESL/ 504 Coordinator to support sheltered instruction and ESL strategy training to assist our LEP and ESL students in meeting the highest standards of STAAR.

# Student Academic Achievement

## Student Academic Achievement Summary

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 2017 Accountability Summary, Grand Prairie High School met standard with an overall score of 67. GPHS received a scaled score of 67 in Student Achievement, 68 in School Progress, and 63 in Closing the Gaps. GPHS did not earn Distinction Designations in the TEA 2018 Accountability Ratings Summary.

## Student Academic Achievement Strengths

Our strengths in the area of academic achievement lie in the many opportunities we provide all students to be successful in their academic journey. We offer targeted interventions for our at-risk students including tutorials, night school for credit recovery, Gopher Academy for grade recovery for the first and third quarters, and Advancement via Individual Determination (AVID) whose mission is to close the achievement gap by preparing all students for college readiness and success in a global environment. In addition, 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 Career Cruising tool so students can explore college and career opportunities and develop a career plan. Our Teacher Advancement Program (TAP) helps to increase student achievement by providing weekly professional development to teachers in order to improve teacher performance through the implementation of instructional strategies. Our focus continues to be on content literacy for all students. We not only strive to meet the needs of students who may struggle; we also work to see student growth for our high achieving students. In an effort to maximize their learning potential, we have increased our Advanced Placement and Dual Credit course offerings. Through our District's partnership with the University of Texas at Arlington (UTA), we offer OnRamps courses and have personnel on campus who assist students in navigating the college application and admissions process.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** GPHS students in Advanced Placement courses have not typically scored well on AP Exams. **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.

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**Problem Statement 3:** Students receive a passing grade for a class but fail to earn credit. **Root Cause:** Students do not earn credit due to attendance failure in meeting attendance requirements.

**Problem Statement 4:** GPHS did not earn Distinction Designations in the TEA 2018 Accountability Ratings Summary. **Root Cause:** GPHS did not meet state attendance requirements.

**Problem Statement 5:** We missed safeguard targets in Economically Disadvantage, Special Ed &LL in Reading; Special Ed Math and Science. **Root Cause:** Our ELA teachers need additional training on meeting diverse needs of students in the area of Reading. Math and Science teachers need more training for continued intervention for special populations.

**Problem Statement 6:** Support for new teachers and proficient teachers through the New Teacher Academy and Buddy System. **Root Cause:** GPHS needs to ensure we maintain a high teacher retention rate by continuously improving campus culture and climate. Provide more time for coaching and best practices instruction. In addition, provide more professional development based on student academic needs and teacher instructional needs.

# School Processes & Programs

## School Processes & Programs Summary

Professional Learning Communities (PLC's) are scheduled during the school day to provide all state-tested core content teachers the opportunity to collaborate and share best practices that focus on the 6 Plays of GPISD such as Vertically and Horizontally Aligned Curriculum, 5E Model of Instruction, and Data-Driven Decisions. All other teachers are required to schedule available time during common planning and after school to collaborate as a PLC. GPHS is a National AVID (Advancement Via Individual Determination) Demonstration School which means we are functioning at a high level and rank in the top 3% of AVID schools. AVID strategies have been implemented campus-wide to help all students become college ready. Our Dean of Instruction ensures teachers receive professional development throughout the school year to support their individual interests and needs. Teachers receive weekly job-embedded professional development focused on quality pedagogy and research-based field tested strategies that address data-driven student needs. Students at GPHS are challenged to meet their full educational potential by all teachers who utilize best instructional practices shared by the TAP Leadership Team (TLT) and T-TESS evaluators. Additionally, TAP provides regularly scheduled teacher support and instructional coaching. TAP also provides opportunities for professional growth, allowing teachers the opportunity to move from Career teacher to Mentor teacher to Master teacher. This leadership path also provides the opportunity to grow into administrator roles. GPHS is a traditional high school that also offers multiple Programs of Choice options for students (e.g., Center for Law and Public Safety, Construction Management and Technology, Center for Sports Medicine, Education and Leadership Training, Government and Public Administration, Firefighter Academy, and the Nursing Academy through our 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 Grand Prairie High School. GPISD will be rolling out 1:1 technology this school year for most students in elementary and secondary grades. GPHS has 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

One of our key strengths is that we regularly conduct progress monitoring using Formative 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. Our Academic Facilitator supports 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. Gopher 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:** 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:** GPHS needs to monitor campus progress on literacy throughout the school year to track student growth. **Root Cause:** Our campus does not have a literacy team of staff to monitor our progress on literacy throughout the school year.

# Perceptions

## Perceptions Summary

Administrators work closely with our campus Parent Liaison who serves as an advocate for parents and students to facilitate meaningful parental involvement with our school, helps to enhance the learning ability of children, and helps parents identify and secure valuable community and educational resources. 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. GPHS uses Capturing Kids Hearts (CKH) principles for classroom management and to enhance relational capacity which is one of our district's 6 Plays. GPHS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Our 6 Beliefs are: No Excuses, 100% Every Day, Whatever It Takes, Team and Family, Sweating the Small Stuff, and Closing the Achievement Gap. These beliefs are directly connected to the 6 Plays of GPISD. Based on our TEA 2018 Accountability Summary, we had a 90% attendance rate. Our 2018-2019 attendance goal is 96%. We plan to work towards this goal by increasing student engagement and implementing attendance incentives.

As a result of the GPISD 2015 Bond Program, the District invested millions in GPHS campus renovations including a 4-story academic tower, sports complex (baseball, softball, tennis, soccer locker rooms), cafeteria addition and kitchen improvements, safety and security improvements, as well as professional office spaces. The tower showcases 21st Century classrooms, breakout rooms, and open collaboration space for students and staff.

## Perceptions Strengths

GPHS is a National AVID (Advancement Via Individual Determination) Demonstration School which means we are functioning at a high level and rank in the top 3% of AVID schools. AVID strategies have been implemented campus-wide to help all students become college ready. We have established 6 Beliefs by which we govern ourselves as a school community. 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.). The creation of hallway teams throughout the building helps foster a sense of collegiality among teachers and staff and directly impacts our belief of team and family.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. **Root Cause:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.

**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause:** Historical perceptions meet lack of new positive information.

# Priority Problem Statements

**Problem Statement 1:** Teachers need to effectively understand and utilize at-risk indicators in Skyward and Edugence to target and intervene for at-risk student population.

**Root Cause 1:** Staff needs comprehensive and thorough professional development and resources to identify at-risk indicators.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** GPHS students in Advanced Placement courses have not typically scored well on AP Exams.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** All teachers need support in increasing content literacy across all curriculum.

**Root Cause 3:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Students receive a passing grade for a class but fail to earn credit.

**Root Cause 4:** Students do not earn credit due to attendance failure in meeting attendance requirements.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** GPHS did not earn Distinction Designations in the TEA 2018 Accountability Ratings Summary.

**Root Cause 5:** GPHS did not meet state attendance requirements.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Teachers struggle to provide differentiated instruction to all special student population groups.

**Root Cause 6:** Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Our at-risk students need encouragement and guidance to help them reach their full academic potential.

**Root Cause 7:** Our at-risk students lack mentoring opportunities with staff members.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff.

**Root Cause 8:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** GPHS did not meet the 2017-2018 attendance goal of 96%.

**Root Cause 9:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** The community as a whole does not have a clear understanding of the good things happening at GPHS.

**Root Cause 10:** Historical perceptions meet lack of new positive information.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 associates degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: November 07, 2018

**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:**

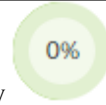
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 7</p> <p>1) GPHS will provide during-the-day PLC for state-tested subjects to allow teacher collaboration and student data analysis to increase student achievement.</p>	2.4, 2.5, 2.6	Administrators Department Heads Content Leads Teachers	Improved data analysis and increased student achievement.				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause 2:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.









**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
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 5  1) GPHS will provide parents and community members information about Early Childhood Education options offered by GPISD.	2.5, 3.1, 3.2	Administrators Parent Liaison Campus Life Coordinator Student Council Sponsor AVID ECHS	1) Parents will become knowledgeable of Pre-K opportunities within GPISD.				
	<b>Problem Statements:</b> School Processes & Programs 1, 2						
2) GPHS will provide opportunities for all students to mentor young children at our feeder elementary schools.		Coordinator Student Council Sponsor	Students will provide tutoring and support to younger children to help them be successful in school while also gaining community service hours.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 5 CSF 6  3) GPHS will offer Parent/Family Nights throughout the year.	3.1, 3.2	Parent Liaison and administrator	Parents and family members will become more involved in their student's academic success				

<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) GPHS will implement a children's library for the Parent Liaison.</p>	3.1, 3.2	Parent Liason	Pre-school children of visiting parents will be entertained during their visit. Parents will see that we are intentional in preparing for their visit.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers struggle to provide differentiated instruction to all special student population groups. <b>Root Cause 1:</b> Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.</p>
<p><b>Problem Statement 2:</b> Our at-risk students need encouragement and guidance to help them reach their full academic potential. <b>Root Cause 2:</b> Our at-risk students lack mentoring opportunities with staff members.</p>

**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
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) GPHS will increase AP/Dual Credit/OnRamps/CTE Coherent Sequence participation rate.            2) GPHS will continue to grow AVID program and maintain AVID National Demonstration School status.            3) GPHS will implement College and Career Readiness (CCR) Plan.            4) GPHS will grow its Early College High School Nursing program.            5) GPHS will increase marketing for programs of choice            6) GPHS College and Career Counselors will market the Dallas County Promise Program to ensure all eligible students take advantage of opportunity.</p>	2.4, 2.5, 2.6	Counselors Dean of Students AP/Dual Credit/OnRamps/CTE AP Teachers Counselor Campus AVID Coordinator AVID teachers Instructional Leadership Team (ITL) ECHS Chancellor ECHS Counselor	1) More students will graduate with college credit. 2) AVID strategies will be implemented school-wide; More students will be prepared with tools to support them after high school. 3) Students will have increased knowledge about college readiness and be prepared academically and socially for their first year of college. 4) More students will apply for and take advantage of the ECHS Nursing Program. 5) More students will apply for programs of choice. 6) 100% of eligible students will complete the Promise Pledge.				
<p><b>Problem Statements:</b> Student Academic Achievement 1 - School Processes &amp; Programs 1, 2 - Perceptions 1, 3</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 3 Problem Statements:

#### Student Academic Achievement

**Problem Statement 1:** GPHS students in Advanced Placement courses have not typically scored well on AP Exams. **Root Cause 1:** 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.

#### School Processes & Programs

**Problem Statement 1:** Teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause 1:** 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 2:** Our at-risk students lack mentoring opportunities with staff members.

#### Perceptions

**Problem Statement 1:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. **Root Cause 1:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause 3:** Historical perceptions meet lack of new positive information.

**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
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) GPHS will provide targeted interventions for at-risk students who need to take EOC assessments this academic school year            2) GPHS will provide at-risk students the opportunity to recover credit through APEX, Night School, and Attendance School or attend Crosswind            3) GPHS will implement attendance incentive programs and rewards            4) GPHS will implement House Bill 5 initiative to increase graduation rates for at-risk students</p>	2.4, 2.5, 2.6	Principal Administrators Deans Counselors	1) Increased number of pass rates on EOC Exams 2) Increased number of students who gain lost credit and graduate with cohort 3) Overall increased attendance rate 4) Increased graduation rate for students who are unsuccessful on EOC Exams				
<p><b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2, 3, 4 - School Processes &amp; Programs 1, 2 - Perceptions 2</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**



### Demographics

**Problem Statement 1:** Teachers need to effectively understand and utilize at-risk indicators in Skyward and Edugence to target and intervene for at-risk student population. **Root Cause 1:** Staff needs comprehensive and thorough professional development and resources to identify at-risk indicators.

### Student Academic Achievement

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause 2:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**Problem Statement 3:** Students receive a passing grade for a class but fail to earn credit. **Root Cause 3:** Students do not earn credit due to attendance failure in meeting attendance requirements.

**Problem Statement 4:** GPHS did not earn Distinction Designations in the TEA 2018 Accountability Ratings Summary. **Root Cause 4:** GPHS did not meet state attendance requirements.

### School Processes & Programs

**Problem Statement 1:** Teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause 1:** 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 2:** Our at-risk students lack mentoring opportunities with staff members.

### Perceptions

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause 2:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.









**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

<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) GPHS will provide training (e.g., Kagan, AVID, Talk Read Talk Write) and support to help teachers increase student engagement in the classroom.</p> <p>2) GPHS will provide training (e.g., TAP, TCEA, CAST, MathPath, CAST, and TCTELA) and support on differentiation in the classroom to teachers and staff to increase content literacy and enhance the Co-teach and Inclusion Support models of instruction.</p> <p>3) GPHS will analyze student assessment data for specific student groups to determine and provide schedule of student services (e.g., tutoring, homework assistance, interventions, and accelerated learning opportunities).</p> <p>4) GPHS will implement an AP Growth initiative to enhance AP teacher performance in order to increase student performance on AP Exams.</p> <p>5) Refer families to GPSID Migrant Recruiter. Implement TX Migrant supplemental services.</p> <p>6) GPHS TAP Leadership Team will model Kagan and AVID strategies when delivering PD and conducting staff meetings to assist teachers in implementing these strategies in their classroom.</p>	<p>2.4, 2.5, 2.6, 3.1</p>	<p>Administrators Master teachers Mentor teachers SPED Department Chair Academic Facilitator Deans AP Teachers PEIMS Clerk Parent Liaison</p>	<p>1) Increased student engagement; increased student achievement.</p> <p>2) Increased content literacy across all content areas.</p> <p>3) Increased student achievement.</p> <p>4) Increase AP Exam participation rate and increase student scores on AP Exams.</p> <p>5) Eligible families will receive TX Migrant supplemental services.</p> <p>6) Transfer of instructional strategies into the classroom; increase student engagement; increase student achievement</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1, 2</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 5 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> GPHS students in Advanced Placement courses have not typically scored well on AP Exams. <b>Root Cause 1:</b> 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.</p>

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause 2:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**Problem Statement 3:** Students receive a passing grade for a class but fail to earn credit. **Root Cause 3:** Students do not earn credit due to attendance failure in meeting attendance requirements.

### School Processes & Programs

**Problem Statement 1:** Teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause 1:** 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 2:** Our at-risk students lack mentoring opportunities with staff members.

**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
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) GPHS will conduct parent/student information sessions (e.g., Fish Camp, Meet the Teacher Night, Open House, Financial Aid Workshops, AVID College and Career Night, Senior Night) throughout the school year.</p>	2.4, 2.5, 2.6, 3.1, 3.2	College and Career Center Staff AVID Coordinator Administrators Senior Advisor StuCo Advisors	1) Increase parental involvement.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>							
<p>2) GPHS will provide training opportunities (e.g., TASSP, TASA, ISTE) for leaders to enhance intentional leadership and implement campus-based curriculum to help improve relational capacity between teachers, students, and their parents.</p>	2.4, 2.5, 3.1, 3.2	College and Career Center Staff AVID Coordinator Administrators Senior Advisor StuCo Advisors	Enhance leadership effectiveness; increase instructional leadership capacity.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 6 Problem Statements:**

**School Processes & Programs**

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

**Perceptions**

**Problem Statement 1:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. **Root Cause 1:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**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
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 6</p> <p>1) GPHS will improve student attendance rate with Skyward and Raptor that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.</p>	2.6, 3.1, 3.2	Administrators Academic Facilitator Deans Counselor PEIMS Clerk Parent Liaison Truancy Coordinator	1) GPHS attendance rate will improve per quarter. 2) Increased student engagement; increased student achievement				
<b>Problem Statements:</b> Student Academic Achievement 3, 4 - School Processes & Programs 2 - Perceptions 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 7 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> Students receive a passing grade for a class but fail to earn credit. <b>Root Cause 3:</b> Students do not earn credit due to attendance failure in meeting attendance requirements.
<b>Problem Statement 4:</b> GPHS did not earn Distinction Designations in the TEA 2018 Accountability Ratings Summary. <b>Root Cause 4:</b> GPHS did not meet state attendance requirements.
School Processes & Programs
<b>Problem Statement 2:</b> Our at-risk students need encouragement and guidance to help them reach their full academic potential. <b>Root Cause 2:</b> Our at-risk students lack mentoring opportunities with staff members.

## Perceptions

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause 2:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.



**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
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) GPHS will provide ongoing professional development across content areas (e.g., Kagan Training, MathPath, TAP National Conference, TAP Cluster).	2.4, 2.5, 2.6	Principal Deans	Enhanced teacher pedagogy; increased content knowledge; differentiated cluster learning to meet the needs of teachers (new and experienced).				
<b>Problem Statements:</b> Student Academic Achievement 2, 3							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> All teachers need support in increasing content literacy across all curriculum. <b>Root Cause 2:</b> Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**Problem Statement 3:** Students receive a passing grade for a class but fail to earn credit. **Root Cause 3:** Students do not earn credit due to attendance failure in meeting attendance requirements.

**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
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) GPHS will provide professional development opportunities for teachers (e.g., Books, AP Summer Institute). 2) GPHS will provide leadership development opportunities through the TAP system. 3) GPHS will implement a Buddy System for new teachers. 4) GPHS will provide an opportunity for bonus pay to TAP teachers based on teacher performance and student achievement.</p>	2.4, 2.5	Principal Deans Administrators Department Heads Master teachers	<p>1) Improved pedagogy skills; increased content knowledge. 2) Increased number of career advancement opportunities. 3) Improved transition process for new teachers to become acclimated to the campus expectations and available tools and resources. 4) Increase teacher retention</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2</p>							
<p> = Accomplished     = Continue/Modify     = No Progress     = Discontinue</p>							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> GPHS students in Advanced Placement courses have not typically scored well on AP Exams. <b>Root Cause 1:</b> 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.</p>

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause 2:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

**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><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) GPHS will continue implementation of Formative Checkpoints (e.g., All-In-Learning), student feedback, and remediation to mastery.            2) GPHS will implement TAP Cluster Cycle goals to address content literacy and reading across all content areas.            3) GPHS will improve data analysis process by streamlining systems and processes (e.g., Edugence).</p>	2.4, 2.5, 2.6	Administrators Master teachers Mentor teachers Deans Teachers	1) Increase student achievement. 2) Increased student achievement in the area of content literacy and reading comprehension. 3) Enhanced data analysis using fewer systems and less steps; increased teacher knowledge of data analysis process.				
<p><b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 1</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Teachers need to effectively understand and utilize at-risk indicators in Skyward and Edugence to target and intervene for at-risk student population. <b>Root Cause 1:</b> Staff needs comprehensive and thorough professional development and resources to identify at-risk indicators.</p>

### Student Academic Achievement

**Problem Statement 1:** GPHS students in Advanced Placement courses have not typically scored well on AP Exams. **Root Cause 1:** 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.

**Problem Statement 2:** All teachers need support in increasing content literacy across all curriculum. **Root Cause 2:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.

### School Processes & Programs

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

**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
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) GPHS CIC will follow monthly Campus Compliance Calendars by completing the CNA and working together to develop strategies to address the needs of our campus.	3.1, 3.2	Principal Deans Academic Facilitator	Increased stakeholder ownership in overall success of school.				
<b>Problem Statements:</b> Perceptions 3							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
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**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause 3:** Historical perceptions meet lack of new positive information.



**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
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>1) GPHS will post Parent Involvement Policy on website to provide various avenues for parents and community members to get involved.            2) GPHS will seek input (e.g., Parent/Volunteer Survey) from parents to identify engagement opportunities.            3) GPHS will set up information booths for parents at events (e.g., athletic events) throughout the year.</p>	2.6, 3.1, 3.2	Campus Life Coordinator Parent Liaison Counselors Academic Facilitator Administrators	1) Make parents and community members aware of opportunities to become active members of the school community. 2) Identify ideas and suggestions to help meet the needs of parents, community members, and volunteers. 3) Increase awareness of opportunities for parents to become partners.				
<p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. <b>Root Cause 1:</b> Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.</p>

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause 2:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.

**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause 3:** Historical perceptions meet lack of new positive information.

**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:**

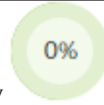
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>1) GPHS will provide opportunities for parents to meet and partner with teachers to ensure success of their student (e.g., Open House, Meet the Teacher Night, Fish Camp, Fall/Winter/Spring Festival with workshop stations).            2) GPHS will offer a minimum of 5 parent sessions with incentives (e.g., Skyward Tutorials, Financial Aid Workshops, Senior Night, AVID College and Career Night, ECHS Family Night, ECHS Application Signing Party, ECHS Commitment to Graduation, Student CTE Pathway Workshop) based on academic needs of students and the campus.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers ECHS Chancellor College and Career Center Staff AVID Coordinator Parent Liaison Campus Life Coordinator	1) Increased parent involvement. 2) Increased awareness of academic requirements and expectations; Increased attendance to scheduled parent/community sessions through incentives (e.g., food, childcare, door prizes).				
<p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 3 Problem Statements:

#### Perceptions

**Problem Statement 1:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. **Root Cause 1:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause 2:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.

**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause 3:** Historical perceptions meet lack of new positive information.

**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. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)**

**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

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) GPHS will update and replace district-approved technology (e.g., calculators, projector bulbs) as needed for instructional purposes.  2) GPHS will use effective research-based instructional materials and technology (e.g., All-in-Learning) to help increase academic performance by providing timely, specific feedback to students and remediation as needed.  3) GPHS will provide professional development (e.g., iPad instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom.  4) GPHS will increase Instructional Technology presence in classrooms during technology integration.</p>	2.4, 2.5, 2.6	Principal Deans Department Heads IMS Staff Administrators	Students will have access to technology as needed to increase their performance in the classroom				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 2:</b> All teachers need support in increasing content literacy across all curriculum. <b>Root Cause 2:</b> Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the Inclusion Support, Lead Teacher, and Co-teach model.</p>

**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. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

**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
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) GPHS will increase student engagement and incorporate the use of technology into daily lessons. 2) GPHS will develop and implement a rollout plan for student iPad deployment. 3) GPHS administrators and teachers will earn Apple Badges.</p>	2.4, 2.5, 2.6	Administrators IMS Staff Teachers	<p>1) Increased number of engaged students; increased student morale; improved academic performance.</p> <p>2) Students will have one to one technology use in every classroom.</p> <p>3) Enhanced teacher knowledge of technology and apps.</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers struggle to provide differentiated instruction to all special student population groups. <b>Root Cause 1:</b> Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.</p>

**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.**

**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><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 3 CSF 6</p> <p>1) GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces) between administrators, School Resource Officers, and District personnel.                      2) GPHS will increase ability to manage and monitor students and visitors to campus (e.g. Raptor, SMART Tag).</p>	3.2	Administrators	1) Improved communication; increased security. 2) Increased safety and security of building and students/staff.				
<p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>							
<p>  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

**Performance Objective 1 Problem Statements:**



## Perceptions

**Problem Statement 1:** Students at GPHS lack equity in becoming leaders and providing quality feedback to administrators and staff. **Root Cause 1:** Students who do not hold positions of leadership within extracurricular activities have limited ability to acquire leadership skills or provide suggestions in a viable forum.

**Problem Statement 2:** GPHS did not meet the 2017-2018 attendance goal of 96%. **Root Cause 2:** All students are not connected to the campus or engaged in the learning that is taking place due to low attendance.

**Problem Statement 3:** The community as a whole does not have a clear understanding of the good things happening at GPHS. **Root Cause 3:** Historical perceptions meet lack of new positive information.

**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.

**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><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 5 CSF 6</p> <p>1) GPHS will implement activities to increase a positive learning environment for all students and effectively manage student behavior (e.g., Capturing Kids Hearts, ISS, Detention, Crime Stoppers, Student Surveys, Positive Crime Stoppers/Online Teacher Kudos; Inc.            2) GPHS will house an on-campus truancy officer to address excessive student absences and tardies and improve communication between the campus and student/parent.</p>	2.6, 3.1, 3.2	Administrators Counselors Teachers School Resource Officers Campus Behavior Coordinator	1) Reduction of behavioral issues (e.g., inappropriate language, Student Code of Conduct); improved consistency of expectations across the campus. 2) Quicker response to intervention for identified students.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

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

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	GPHS will provide during-the-day PLC for state-tested subjects to allow teacher collaboration and student data analysis to increase student achievement.
1	2	1	GPHS will provide parents and community members information about Early Childhood Education options. offered by GPISD.
1	3	1	GPHS will increase AP/Dual Credit/OnRamps/CTE Coherent Sequence participation rate. 2) GPHS will continue to grow AVID program and maintain AVID National Demonstration School status. 3) GPHS will implement College and Career Readiness (CCR) Plan. 4) GPHS will grow its Early College High School Nursing program. 5) GPHS will increase marketing for programs of choice 6) GPHS College and Career Counselors will market the Dallas County Promise Program to ensure all eligible students take advantage of opportunity.
1	4	1	GPHS will provide targeted interventions for at-risk students who need to take EOC assessments this academic school year 2) GPHS will provide at-risk students the opportunity to recover credit through APEX, Night School, and Attendance School or attend Crosswind 3) GPHS will implement attendance incentive programs and rewards 4) GPHS will implement House Bill 5 initiative to increase graduation rates for at-risk students
1	5	1	GPHS will provide training (e.g., Kagan, AVID, Talk Read Talk Write) and support to help teachers increase student engagement in the classroom. 2) GPHS will provide training (e.g., TAP, TCEA, CAST, MathPath, CAST, and TCTELA) and support on differentiation in the classroom to teachers and staff to increase content literacy and enhance the Co-teach and Inclusion Support models of instruction. 3) GPHS will analyze student assessment data for specific student groups to determine and provide schedule of student services (e.g., tutoring, homework assistance, interventions, and accelerated learning opportunities). 4) GPHS will implement an AP Growth initiative to enhance AP teacher performance in order to increase student performance on AP Exams. 5) Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. 6) GPHS TAP Leadership Team will model Kagan and AVID strategies when delivering PD and conducting staff meetings to assist teachers in implementing these strategies in their classroom.
1	6	1	GPHS will conduct parent/student information sessions (e.g., Fish Camp, Meet the Teacher Night, Open House, Financial Aid Workshops, AVID College and Career Night, Senior Night) throughout the school year.
1	7	1	GPHS will improve student attendance rate with Skyward and Raptor that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.
2	1	1	GPHS will provide ongoing professional development across content areas (e.g., Kagan Training, MathPath, TAP National Conference, TAP Cluster).
2	2	1	GPHS will provide professional development opportunities for teachers (e.g., Books, AP Summer Institute). 2) GPHS will provide leadership development opportunities through the TAP system. 3) GPHS will implement a Buddy System for new teachers. 4) GPHS will provide an opportunity for bonus pay to TAP teachers based on teacher performance and student achievement.

Goal	Objective	Strategy	Description
2	3	1	GPHS will continue implementation of Formative Checkpoints (e.g., All-In-Learning), student feedback, and remediation to mastery. 2) GPHS will implement TAP Cluster Cycle goals to address content literacy and reading across all content areas. 3) GPHS will improve data analysis process by streamlining systems and processes (e.g., Edugence).
3	1	1	GPHS CIC will follow monthly Campus Compliance Calendars by completing the CNA and working together to develop strategies to address the needs of our campus.
3	2	1	GPHS will post Parent Involvement Policy on website to provide various avenues for parents and community members to get involved. 2) GPHS will seek input (e.g., Parent/Volunteer Survey) from parents to identify engagement opportunities. 3) GPHS will set up information booths for parents at events (e.g., athletic events) throughout the year.
3	3	1	GPHS will provide opportunities for parents to meet and partner with teachers to ensure success of their student (e.g., Open House, Meet the Teacher Night, Fish Camp, Fall/Winter/Spring Festival with workshop stations). 2) GPHS will offer a minimum of 5 parent sessions with incentives (e.g., Skyward Tutorials, Financial Aid Workshops, Senior Night, AVID College and Career Night, ECHS Family Night, ECHS Application Signing Party, ECHS Commitment to Graduation, Student CTE Pathway Workshop) based on academic needs of students and the campus.
4	1	1	GPHS will update and replace district-approved technology (e.g., calculators, projector bulbs) as needed for instructional purposes. 2) GPHS will use effective research-based instructional materials and technology (e.g., All-in-Learning) to help increase academic performance by providing timely, specific feedback to students and remediation as needed. 3) GPHS will provide professional development (e.g., iPad instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom. 4) GPHS will increase Instructional Technology presence in classrooms during technology integration.
4	2	1	GPHS will increase student engagement and incorporate the use of technology into daily lessons. 2) GPHS will develop and implement a rollout plan for student iPad deployment. 3) GPHS administrators and teachers will earn Apple Badges.
5	1	1	GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces) between administrators, School Resource Officers, and District personnel. 2) GPHS will increase ability to manage and monitor students and visitors to campus (e.g. Raptor, SMART Tag).
5	2	1	GPHS will implement activities to increase a positive learning environment for all students and effectively manage student behavior (e.g., Capturing Kids Hearts, ISS, Detention, Crime Stoppers, Student Surveys, Positive Crime Stoppers/Online Teacher Kudos; Inc. 2) GPHS will house an on-campus truancy officer to address excessive student absences and tardies and improve communication between the campus and student/parent.

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	GPHS will provide during-the-day PLC for state-tested subjects to allow teacher collaboration and student data analysis to increase student achievement.
1	2	1	GPHS will provide parents and community members information about Early Childhood Education options. offered by GPISD.
1	2	3	GPHS will offer Parent/Family Nights throughout the year.
1	2	4	GPHS will implement a children's library for the Parent Liaison.
1	3	1	GPHS will increase AP/Dual Credit/OnRamps/CTE Coherent Sequence participation rate. 2) GPHS will continue to grow AVID program and maintain AVID National Demonstration School status. 3) GPHS will implement College and Career Readiness (CCR) Plan. 4) GPHS will grow its Early College High School Nursing program. 5) GPHS will increase marketing for programs of choice 6) GPHS College and Career Counselors will market the Dallas County Promise Program to ensure all eligible students take advantage of opportunity.
1	4	1	GPHS will provide targeted interventions for at-risk students who need to take EOC assessments this academic school year 2) GPHS will provide at-risk students the opportunity to recover credit through APEX, Night School, and Attendance School or attend Crosswind 3) GPHS will implement attendance incentive programs and rewards 4) GPHS will implement House Bill 5 initiative to increase graduation rates for at-risk students
1	5	1	GPHS will provide training (e.g., Kagan, AVID, Talk Read Talk Write) and support to help teachers increase student engagement in the classroom. 2) GPHS will provide training (e.g., TAP, TCEA, CAST, MathPath, CAST, and TCTELA) and support on differentiation in the classroom to teachers and staff to increase content literacy and enhance the Co-teach and Inclusion Support models of instruction. 3) GPHS will analyze student assessment data for specific student groups to determine and provide schedule of student services (e.g., tutoring, homework assistance, interventions, and accelerated learning opportunities). 4) GPHS will implement an AP Growth initiative to enhance AP teacher performance in order to increase student performance on AP Exams. 5) Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. 6) GPHS TAP Leadership Team will model Kagan and AVID strategies when delivering PD and conducting staff meetings to assist teachers in implementing these strategies in their classroom.
1	6	1	GPHS will conduct parent/student information sessions (e.g., Fish Camp, Meet the Teacher Night, Open House, Financial Aid Workshops, AVID College and Career Night, Senior Night) throughout the school year.
1	7	1	GPHS will improve student attendance rate with Skyward and Raptor that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Goal	Objective	Strategy	Description
2	2	1	GPHS will provide professional development opportunities for teachers (e.g., Books, AP Summer Institute). 2) GPHS will provide leadership development opportunities through the TAP system. 3) GPHS will implement a Buddy System for new teachers. 4) GPHS will provide an opportunity for bonus pay to TAP teachers based on teacher performance and student achievement.
2	3	1	GPHS will continue implementation of Formative Checkpoints (e.g., All-In-Learning), student feedback, and remediation to mastery. 2) GPHS will implement TAP Cluster Cycle goals to address content literacy and reading across all content areas. 3) GPHS will improve data analysis process by streamlining systems and processes (e.g., Edugence).
3	1	1	GPHS CIC will follow monthly Campus Compliance Calendars by completing the CNA and working together to develop strategies to address the needs of our campus.
3	2	1	GPHS will post Parent Involvement Policy on website to provide various avenues for parents and community members to get involved. 2) GPHS will seek input (e.g., Parent/Volunteer Survey) from parents to identify engagement opportunities. 3) GPHS will set up information booths for parents at events (e.g., athletic events) throughout the year.
3	3	1	GPHS will provide opportunities for parents to meet and partner with teachers to ensure success of their student (e.g., Open House, Meet the Teacher Night, Fish Camp, Fall/Winter/Spring Festival with workshop stations). 2) GPHS will offer a minimum of 5 parent sessions with incentives (e.g., Skyward Tutorials, Financial Aid Workshops, Senior Night, AVID College and Career Night, ECHS Family Night, ECHS Application Signing Party, ECHS Commitment to Graduation, Student CTE Pathway Workshop) based on academic needs of students and the campus.
4	1	1	GPHS will update and replace district-approved technology (e.g., calculators, projector bulbs) as needed for instructional purposes. 2) GPHS will use effective research-based instructional materials and technology (e.g., All-in-Learning) to help increase academic performance by providing timely, specific feedback to students and remediation as needed. 3) GPHS will provide professional development (e.g., iPad instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom. 4) GPHS will increase Instructional Technology presence in classrooms during technology integration.
4	2	1	GPHS will increase student engagement and incorporate the use of technology into daily lessons. 2) GPHS will develop and implement a rollout plan for student iPad deployment. 3) GPHS administrators and teachers will earn Apple Badges.
5	1	1	GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces) between administrators, School Resource Officers, and District personnel. 2) GPHS will increase ability to manage and monitor students and visitors to campus (e.g. Raptor, SMART Tag).
5	2	1	GPHS will implement activities to increase a positive learning environment for all students and effectively manage student behavior (e.g., Capturing Kids Hearts, ISS, Detention, Crime Stoppers, Student Surveys, Positive Crime Stoppers/Online Teacher Kudos; Inc. 2) GPHS will house an on-campus truancy officer to address excessive student absences and tardies and improve communication between the campus and student/parent.

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ronny Beard	Principal
Administrator	Jessica Weems	Academic Facilitator
Administrator	Katie Eisel	Associate Principal
Administrator	Maury Tarvin	Associate Principal
Administrator	Diondria Phillips	Dean of Instruction
Administrator	Samantha Oxley	Dean of Curriculum
Paraprofessional	Mable Jones	Financial Manager
Parent Liaison	Lionel Padilla	Parent Liaison
Non-classroom Professional	Rhona Rosenthal	Counselor
Administrator	Lenora Brown	ECHS Chancellor
Classroom Teacher	Melanie Hall	AVID Teacher
Classroom Teacher	Frank Norris	Teacher
Classroom Teacher	Kari Williamson	Teacher
Non-classroom Professional	Lord Seyon	TAP Master Teacher
Parent	Janie Ambriz	Parent
Parent	Monica Gonzales	Parent
Business Representative	Julio Lara	Texas Paint & Wallpaper
District-level Professional	Gabriel Trujillo	Director of Secondary Education
Business Representative	Jason Watson	Business Representative
Parent	Deyanira Barrientos	Parent