

# **Grand Prairie Independent School District**

## **Grand Prairie High School**

### **2019-2020 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 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) .....	28
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Goal 5: Safe and Orderly Environment: GPHS 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, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5) .....	37
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# Comprehensive Needs Assessment

## 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 3,000 students. 90.0% of the students are Economically Disadvantaged, 82.1% At-Risk, 34.2% are English Learners, and 9.6% of students qualify for Special Education Services. The mobility rate is 20.4%. 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 eight Programs of Choice: Center for Law and Public Safety, Firefighter Academy, Center for Sports Medicine, Construction Management and Technology, Education and Leadership Training, Electrician, Digital Media Technology and Communications, and the Early College High School Nursing Academy.

We have over 260 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, Achieve 3000, ERG, and Skyward. Our campus Deans, Academic Facilitator, and ESL Coordinator 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:** 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. 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.

**Problem Statement 2:** Students identified as At-Risk are entering GPHS below grade level in reading and math. **Root Cause:** High mobility rate and low attendance rate contribute to difficulties with reading comprehension, mathematical reasoning and problem solving. In addition, teachers needs support in reading and math instructional strategies.

# 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 2019 Accountability Summary, Grand Prairie High School met standard with an overall score of 73. GPHS received a scaled score of 68 in Student Achievement, 73 in School Progress, and 72 in Closing the Gaps.

## 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 Xello tool so students can explore college and career opportunities and develop a career plan.

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 via OnRamps courses.

We have AdviseTX and UTA college admissions advisors on campus who assist students in navigating the college application and admissions process.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators. **Root Cause:** Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.

**Problem Statement 2:** Less than half of tested students demonstrated one year's growth in comparison to prior year assessments. **Root Cause:** While teachers demonstrate content mastery, there exists deficits in meeting student's needs.

**Problem Statement 3:** Out of 36 evaluated student groups, only 15 met the state's targets for students performing at the Meets or Masters levels. **Root Cause:** Teachers are not properly aligning instruction with how students learn and need additional support for higher level questioning and rigorous instruction.

# School Processes & Programs

## School Processes & Programs Summary

GPHS is a National AVID (Advancement Via Individual Determination) Demonstration School which means we are meeting the required indicators and rank in the top 3% of AVID schools. AVID strategies have been implemented campus-wide to help all students navigate college access and become college ready.

All staff receive professional development throughout the school year to support their individual interests and needs. Professional Learning Communities (PLC's) are scheduled during the school day to provide all core content teachers the opportunity to learn, collaborate, and share best practices. Administration attend monthly, quarterly, and annual local and state-level leadership development sessions.

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. The campus leadership team is focused on building talent by empowering staff to address their constraints, take initiative in decision-making, and build on their strengths.

With the continued implementation of the 1:1 technology initiative, GPHS has two on-site Instructional Media Specialists and two on-site Instructional Media Aides available to train staff members on technology-based educational tools to help enhance instruction in the classroom.

## 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. 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. Our Academic Facilitator supports our principal and deans by developing and monitoring student assessment data and communicating that data to students.

Our PLC protocol is refined and streamlined to allow teachers the opportunity to collaborate, plan, and analyze student work.

Ongoing tutoring is offered to students throughout the school year to support extended learning and student mastery. In addition, Gopher Academy provides students the opportunity to recover failing grades from the first, second, and third quarters.

## Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

# 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, enhance the learning ability of students, and secure valuable community resources.

Parental involvement through the Campus Improvement Committee (CIC) 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. GPHS promotes continuous support to end bullying through the Be Kind campaign and the StopIt reporting app.

**Our five core values are.** These values are directly connected to the GPISD Leadership Definition.

## Perceptions Strengths

We have established five core values by which we govern ourselves as a school community. We provide all staff and students the opportunity to improve our culture through the creation and implementation of campus committees, clubs, and other organizations (GPAC, TPAC, Process Champions, etc.). 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.). Staff and community events help foster a sense of collegiality among teachers and staff and directly impacts our culture of team and family.

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. This investment substantially increased the pride our community shares in being a part of the Gopher Nation.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A shared vision was lacking complete staff and community involvement. **Root Cause:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.

# Priority Problem Statements

**Problem Statement 2:** Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators.

**Root Cause 2:** Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.

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

**Problem Statement 3:** Less than half of tested students demonstrated one year's growth in comparison to prior year assessments.

**Root Cause 3:** While teachers demonstrate content mastery, there exists deficits in meeting student's needs.

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

**Problem Statement 5:** Out of 36 evaluated student groups, only 15 met the state's targets for students performing at the Meets or Masters levels.

**Root Cause 5:** Teachers are not properly aligning instruction with how students learn and need additional support for higher level questioning and rigorous instruction.

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

**Problem Statement 10:** A shared vision was lacking complete staff and community involvement.

**Root Cause 10:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement.

**Root Cause 11:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** 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 12:** Teachers are not routinely and effectively using language acquisition strategies or accommodations. 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.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Students identified as At-Risk are entering GPHS below grade level in reading and math.

**Root Cause 13:** High mobility rate and low attendance rate contribute to difficulties with reading comprehension, mathematical reasoning and problem solving. In addition, teachers need support in reading and math instructional strategies.

**Problem Statement 13 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

### **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

**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:** Support 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) 1:** Enrollment data, GPISD assessment 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>Additional Targeted Support Strategy</b> 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.				
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.				
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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) GPHS will implement a children's library for the Parent Liaison.	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.				







**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:** Continue to implement College/Career/Military Ready Initiatives, through Programs 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) 2:** College acceptance rates, AP course data, ASVAB data, OnRamps data, Dual Credit completion rates, military enlistment data, as well as industry-based licenses and certifications earned by students.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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>Additional Targeted Support Strategy</b></p> <p><b>RDA</b></p> <p><b>TEA Priorities</b></p> <p>Connect high school to career and college Improve low-performing schools</p> <p>1) GPHS will increase AP/Dual Credit/OnRamps/CTE Coherent Sequence participation rate.</p> <p>2) GPHS will continue to grow AVID program and maintain AVID National Demonstration School status.</p> <p>3) GPHS will implement College, Career, Military Readiness (CCMR) Plan.</p> <p>4) GPHS will grow its Early College High School Nursing program.</p> <p>5) GPHS will increase marketing for programs of choice</p> <p>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 (ILT) ECHS Chancellor ECHS Counselor	1) More students will graduate having met at least one of the thirteen CCMR indicators. 2) AVID strategies will be implemented school-wide; More students will be prepared with tools to support them after high school. 3) More students will apply for and take advantage of the ECHS Nursing Program. 4) More students will be accepted and complete programs of choice. 5) 100% of eligible students will complete the Promise Pledge and 75% complete FAFSA or TAFSA.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
<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:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators. <b>Root Cause 1:</b> Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.</p>



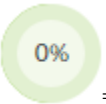

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment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

**Performance Objective 3:** Decrease dropout rates and increase graduation rates for all students.

**Evaluation Data Source(s) 3:** PEIMS data, graduation rates. STAAR/EOC data, GPISD progress reports

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      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				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**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:** 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) 4:** tutoring records, prescriptive interventions documentation

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            Improve low-performing schools</p> <p>1) GPHS will provide training (e.g., Kagan, AVID, CKH) and support to help teachers increase student engagement in the classroom.            2) GPHS will provide training (e.g., TCEA, 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-Up to enhance AP teacher performance in order to increase student performance on AP Exams.            5) GPHS 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>	2.4, 2.5, 2.6, 3.1	Administrators, SPED, Department Chair, Academic Facilitator, Deans, AP Teachers	1) Increased student engagement; increased student achievement. 2) Increased content literacy across all content areas. 3) Increase AP Exam participation rate and average student scores on AP Exams. 5) Transfer of instructional strategies into the classroom.				
<p><b>Problem Statements:</b> Student Academic Achievement 2, 3  <b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
<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 4 Problem Statements:**

## Student Academic Achievement

**Problem Statement 2:** Less than half of tested students demonstrated one year's growth in comparison to prior year assessments. **Root Cause 2:** While teachers demonstrate content mastery, there exists deficits in meeting student's needs.


**Problem Statement 3:** Out of 36 evaluated student groups, only 15 met the state's targets for students performing at the Meets or Masters levels. **Root Cause 3:** Teachers are not properly aligning instruction with how students learn and need additional support for higher level questioning and rigorous instruction.

**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:** 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) 5:** Attendance Reports.

**Summative Evaluation 5:**

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>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Improve low-performing schools 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.	2.6, 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> Demographics 2 <b>Funding Sources:</b> 211 - Title 1 - 0.00							
							

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Students identified as At-Risk are entering GPHS below grade level in reading and math. <b>Root Cause 2:</b> High mobility rate and low attendance rate contribute to difficulties with reading comprehension, mathematical reasoning and problem solving. In addition, teachers needs support in reading and math instructional strategies.


**Goal 2: Unlocking Leadership, 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, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)**

**Performance Objective 1:** Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for all staff who provide a rigorous evaluation and support system. Conduct an 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) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**

**High Priority**

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>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) GPHS will provide ongoing professional development across content areas (e.g., Kagan Training, MathPath)	2.4, 2.5, 2.6	Principal Deans	Enhanced teacher pedagogy; increased content knowledge; differentiated learning to meet the needs of teachers (new and experienced).				
<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title 1 - 0.00							
							



**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause 1:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

**Perceptions**


**Problem Statement 1:** A shared vision was lacking complete staff and community involvement. **Root Cause 1:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.

**Goal 2:** Unlocking Leadership, 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, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, 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. 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>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      1) GPHS will provide professional development opportunities for teachers (e.g., Books, AP Summer Institute).                      2) GPHS will provide leadership development opportunities through the T-TESS system and the Leadership Definition.                      3) GPHS will implement a new teacher academy for new teachers and assign a Buddy Teacher.</p>	2.4, 2.5	Principal, Deans, Administrators, Department Heads, ESL Coordinator, Academic Facilitator.	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><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1  <b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
							

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause 1:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

### Perceptions

**Problem Statement 1:** A shared vision was lacking complete staff and community involvement. **Root Cause 1:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.

**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>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Improve low-performing schools 1) GPHS CIC will follow 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.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





**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. 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) 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

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>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>  Connect high school to career and college  Improve low-performing schools</p> <p>1) 1) GPHS will post Parent Involvement Policy on district 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 tables for parents at events (e.g., athletic events) throughout the year.  4) 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).  5) 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, Family activities for CCMR, Student CTE Pathway Workshop) based on academic needs of students and the campus.</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> Student Academic Achievement 1 - Perceptions 1  <b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
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<b>Problem Statement 1:</b> Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators. <b>Root Cause 1:</b> Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> A shared vision was lacking complete staff and community involvement. <b>Root Cause 1:</b> Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.
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**Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)**

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


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

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June



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>Additional Targeted Support Strategy</b> <b>RDA</b> <b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools Build a foundation of reading and math Recruit, support, retain teachers and principals 1) 1) GPHS will update and replace district-approved technology (e.g., Apple TV's, calculators, projector bulbs) as needed for instructional purposes. 2) GPHS will use effective research-based instructional materials and technology 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/Apple badges instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom.	2.4, 2.5, 2.6	Principal Deans Department Heads IMS Staff Administrators	Students and staff will have access to technology as needed to increase their performance in the classroom				
<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title 1 - 0.00							
							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators. <b>Root Cause 1:</b> Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.

### Student Academic Achievement

**Problem Statement 3:** Out of 36 evaluated student groups, only 15 met the state's targets for students performing at the Meets or Masters levels. **Root Cause 3:** Teachers are not properly aligning instruction with how students learn and need additional support for higher level questioning and rigorous instruction.

### School Processes & Programs



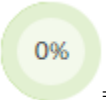

**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause 1:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>            Improve low-performing schools            Connect high school to career and college            Build a foundation of reading and math            Recruit, support, retain teachers and principals            1) 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	1) Increased number of engaged students; increased student morale; improved academic performance. 2) Students will have one to one technology use in every classroom. 3) Enhanced teacher knowledge of technology and apps.				
<p><b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1  <b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
<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:**

## Demographics

**Problem Statement 1:** 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 1:** Teachers are not routinely and effectively using language acquisition strategies or accommodations. 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.

**Problem Statement 2:** Students identified as At-Risk are entering GPHS below grade level in reading and math. **Root Cause 2:** High mobility rate and low attendance rate contribute to difficulties with reading comprehension, mathematical reasoning and problem solving. In addition, teachers need support in reading and math instructional strategies.

## Student Academic Achievement

**Problem Statement 1:** Only 41% of 2019 GPHS graduates met at least one of the thirteen college, career, or military readiness indicators. **Root Cause 1:** Students are not seeing success in foundational math and reading courses to meet the prerequisites for Advanced Placement, Dual Credit, or certification/licensing opportunities.

**Problem Statement 2:** Less than half of tested students demonstrated one year's growth in comparison to prior year assessments. **Root Cause 2:** While teachers demonstrate content mastery, there exist deficits in meeting student's needs.

**Problem Statement 3:** Out of 36 evaluated student groups, only 15 met the state's targets for students performing at the Meets or Masters levels. **Root Cause 3:** Teachers are not properly aligning instruction with how students learn and need additional support for higher level questioning and rigorous instruction.

## School Processes & Programs

**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause 1:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

## Perceptions

**Problem Statement 1:** A shared vision was lacking complete staff and community involvement. **Root Cause 1:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.

**Goal 5: Safe and Orderly Environment: GPHS 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, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)**

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Connect high school to career and college                      1) 1) GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces (wired and wireless)) between administrators, School Resource Officers, and District personnel.                      2) GPHS will establish a Crisis Management Team consisting of students, teachers, administrators, SROs and counselors.                      3) GPHS will increase ability to manage and monitor students and visitors to campus (e.g. Raptor, SMART Tag).</p>	3.2	Administrators, Crisis Management Team	1) Improved communication. 2) Increased safety and security of building and students/staff.				
<p><b>Funding Sources:</b> 199 - General Fund - 0.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 5: Safe and Orderly Environment:** GPHS 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, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

**Evaluation Data Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>RDA</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Improve low-performing schools                      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, StopIt.                      2) GPHS will house an on-campus truancy officer to address excessive student absences 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, Truancy Officer	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> Demographics 2 - School Processes &amp; Programs 1 - Perceptions 1  <b>Funding Sources:</b> 211 - Title 1 - 0.00</p>							
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 2:** Students identified as At-Risk are entering GPHS below grade level in reading and math. **Root Cause 2:** High mobility rate and low attendance rate contribute to difficulties with reading comprehension, mathematical reasoning and problem solving. In addition, teachers needs support in reading and math instructional strategies.

### School Processes & Programs

**Problem Statement 1:** High turnover in teaching staff and lack of teacher experience contributes to low student achievement. **Root Cause 1:** Teachers are leaving due to lack of administrative consistency, continuity, and vision.

### Perceptions

**Problem Statement 1:** A shared vision was lacking complete staff and community involvement. **Root Cause 1:** Lack of communication, intentionality, and opportunities for collaboration among all stakeholders.



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	GPHS will provide parents and community members information about Early Childhood Education options. offered by GPISD.
1	2	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, Career, Military Readiness (CCMR) 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	3	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	4	1	GPHS will provide training (e.g., Kagan, AVID, CKH) and support to help teachers increase student engagement in the classroom. 2) GPHS will provide training (e.g., TCEA, 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-Up to enhance AP teacher performance in order to increase student performance on AP Exams. 5) GPHS 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	5	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)
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 T-TESS system and the Leadership Definition. 3) GPHS will implement a new teacher academy for new teachers and assign a Buddy Teacher.
3	1	1	GPHS CIC will follow Campus Compliance Calendars by completing the CNA and working together to develop strategies to address the needs of our campus.

Goal	Objective	Strategy	Description
3	2	1	1) GPHS will post Parent Involvement Policy on district 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 tables for parents at events (e.g., athletic events) throughout the year. 4) 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). 5) 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, Family activities for CCMR, Student CTE Pathway Workshop) based on academic needs of students and the campus.
4	1	1	1) GPHS will update and replace district-approved technology (e.g., Apple TV's, calculators, projector bulbs) as needed for instructional purposes. 2) GPHS will use effective research-based instructional materials and technology 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/Apple badges instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom.
4	2	1	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	1) GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces (wired and wireless)) between administrators, School Resource Officers, and District personnel. 2) GPHS will establish a Crisis Management Team consisting of students, teachers, administrators, SROs and counselors. 3) 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, StopIt. 2) GPHS will house an on-campus truancy officer to address excessive student absences and improve communication between the campus and student/parent.

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	2	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, Career, Military Readiness (CCMR) 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 training (e.g., Kagan, AVID, CKH) and support to help teachers increase student engagement in the classroom. 2) GPHS will provide training (e.g., TCEA, 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-Up to enhance AP teacher performance in order to increase student performance on AP Exams. 5) GPHS 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	5	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)
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 T-TESS system and the Leadership Definition. 3) GPHS will implement a new teacher academy for new teachers and assign a Buddy Teacher.
3	1	1	GPHS CIC will follow Campus Compliance Calendars by completing the CNA and working together to develop strategies to address the needs of our campus.
3	2	1	1) GPHS will post Parent Involvement Policy on district 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 tables for parents at events (e.g., athletic events) throughout the year. 4) 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). 5) 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, Family activities for CCMR, Student CTE Pathway Workshop) based on academic needs of students and the campus.

Goal	Objective	Strategy	Description
4	1	1	1) GPHS will update and replace district-approved technology (e.g., Apple TV's, calculators, projector bulbs) as needed for instructional purposes. 2) GPHS will use effective research-based instructional materials and technology 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/Apple badges instructional implementation, classroom management strategies, instructional software applications) to staff on the use of technology in the classroom.
4	2	1	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	1) GPHS will implement a campus safety plan with improved communication (e.g., two-way radios, earpieces (wired and wireless)) between administrators, School Resource Officers, and District personnel. 2) GPHS will establish a Crisis Management Team consisting of students, teachers, administrators, SROs and counselors. 3) 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, StopIt. 2) GPHS will house an on-campus truancy officer to address excessive student absences and improve communication between the campus and student/parent.

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	John Hohnstreiter	Assistant Principal, Campus Behavior Coordinator
Paraprofessional	Maria Gonzalez	Attendance Clerk
Administrator	Laigha Boyle	Principal
Administrator	Jessica Weems	Assistant Principal
Administrator	Maury Tarvin	Associate Principal
Administrator	Diondria Phillips	Dean of Academics
Administrator	Samantha Oxley	Dean of Instruction
Paraprofessional	Mable Jones	Financial Manager
Parent Liaison	Lionel Padilla	Parent Liaison
Non-classroom Professional	Rhona Rosenthal	Counselor
Administrator	Lenora Brown	ECHS Chancellor
Classroom Teacher	Natalie Boydston	AVID Teacher
Classroom Teacher	Frank Norris	Teacher
Classroom Teacher	Kari Williamson	Teacher
Parent	Monica Gonzales	Parent
Business Representative	Julio Lara	Texas Paint & Wallpaper
District-level Professional	Gabriel Trujillo	Director of Secondary Education
Business Representative	Jason Watson	Buisness Representative
Parent	Deyanira Barrientos	Parent

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development - AVID		\$0.00
2	1	1	Professional Development - Administration		\$0.00
5	1	1	Crisis Management Implementation and Supplies		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211 - Title 1</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for CCMR/AVID		\$0.00
1	4	1	Contracted services and technology		\$0.00
1	5	1	Attendance incentives		\$0.00
1	5	1	Attendance school		\$0.00
2	1	1	Professional Development - Instruction		\$0.00
2	2	1	New Teacher academy supplies		\$0.00
2	2	1	New Teacher academy professional development		\$0.00
3	2	1	Parent Involvement Center events		\$0.00
4	1	1	Technology - Apple TV's and upgrades		\$0.00
4	2	1	Instructional Development		\$0.00
5	2	1	Behavior interventions strategies and incentives		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$0.00</b>