

Grand Prairie Independent School District
Grand Prairie High School
2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Grand Prairie High School commits to empowering all students to shatter every barrier and achieve their full potential.

Vision

Gophers leading positively to achieve collective success.

Core Beliefs

Every...

...day is a new day.

...day is one day forward.

...day is an opportunity for growth; relationships matter - build a bridge between hearts and minds.

...thing on purpose because of our purpose.

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Areas to Address:

1. ELA I Teacher Efficacy:

o A key focus for ELA I will be improving teacher efficacy. Strengthening confidence in both teachers and students is essential, along with setting higher expectations to ensure that students are challenged and motivated to meet higher performance levels.

2. ELA I Vacancies: o Two experienced ELA II teachers were moved to fill vacancies in ELA I. While their experience is a positive factor, supporting them in adapting to new content and grade-level expectations will be crucial for maintaining and improving student outcomes in ELA I.

3. Increase Meets and Masters Levels: o Across all subjects, but especially in Algebra I, ELA I, and ELA II, there is a need to focus on increasing the percentage of students reaching the Meets and Masters levels. Tailored interventions, enrichment programs, and high expectations will be critical to achieving this goal. By building on these successes and addressing the areas of concern, Grand Prairie High School can continue its trajectory of improvement, especially in English and mathematics, where higher expectations and targeted supports are necessary for long-term student success.

Conclusion and Goals for 2024-2025 Grand Prairie High School is committed to academic success, student engagement, and family involvement. With targeted initiatives, such as focusing on core subjects, addressing Panorama data concerns,

Demographics

Demographics Summary

Grand Prairie High School has a total enrollment of 3,001 students, with 83% classified as economically disadvantaged, 45% as Limited English Proficient (LEP), 10% in Special Education (SPED), and 8% under Section 504. The student body is predominantly Hispanic (80%), with 12% African American, 6% White, and 2% representing Asian, Two or More Races, Pacific Islander, and American Indian.

Panorama Data (Spring 2024):

Strengths:

- 71% of students feel supported with bullying prevention.
- 74% feel safe at school.
- 75% feel supported with Social Emotional Learning (SEL).

Focus Areas:

- 72% think fighting is a major issue, requiring more security and active monitoring from the admin team.
- 55% report trying tobacco, marijuana, alcohol, or other drugs at school or school events.
- Focus on building relationships with students (3Cs) and improving student self-efficacy and mindset.

Student Engagement Strengths:

- AVID Program
- College & Career Center
- CTE Programs of Study
- Ethnic Studies
- Multicultural Events
- Clubs & Organizations

Focus Areas:

- Improved communication of events and opportunities
- Peer-to-peer support groups
- Student Voice Committee

Teaching Staff Overview

In the 2023-2024 school year, Grand Prairie High School welcomed **19 new teachers**, and in the 2024-2025 school year, **13 new teachers** joined the staff. Our teaching staff is diverse in experience, with the following breakdown:

- **First-year teachers:** 15
- **Five years or less of experience:** 50
- **Five to 10 years of experience:** 38

- **10+ years of experience:** 102

Currently, we have **3 open teaching positions** that we are actively seeking to fill to continue supporting our students and community.

Campus Performance:

- Overall Numerical Score: 64 (2023), 69 (2024)
- Campus Letter Grade: D

SPECIAL POPULATIONS	
Enrollment	3001
% Economically Disadvantaged	83%
% LEP	45%
% SpEd	10%
% 504	8%

Demographics Strengths

Panorama Data (Spring 2024): Strengths:

- 71% of students feel supported with bullying prevention.
- 74% feel safe at school.
- 75% feel supported with Social Emotional Learning (SEL).

Focus Areas:

- 72% think fighting is a major issue, requiring more security and active monitoring from the admin team.
- 55% report trying tobacco, marijuana, alcohol, or other drugs at school or school events.
- Focus on building relationships with students (3Cs) and improving student self-efficacy and mindset.

Student Engagement Strengths:

- AVID Program
- College & Career Center
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- Ethnic Studies
- Multicultural Events
- Clubs & Organizations

Focus Areas:

- Improved communication of events and opportunities
- Peer-to-peer support groups
- Student Voice Committee

Family and Community Engagement

Grand Prairie High School is committed to fostering strong partnerships with families and the community. Our **Counselors** and **Parent Liaison** will continue to support families by providing assistance with Skyward in both English and Spanish. This includes helping families with:

- Checking student grades, attendance, and transcripts
- Understanding how to contact teachers and school staff

We offer an **on-campus Family Resource Center** to provide families with the tools and resources they need. Families are encouraged to participate in **surveys and provide feedback** to ensure their voices are heard. Additionally, families will be invited to **celebrate student successes** during special events throughout the year.

To increase communication, we will send a **bi-weekly campus Smore** newsletter that keeps families informed of important school events and updates. This effort aims to enhance family engagement and ensure a strong connection between home and school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELA I will focus on teacher efficacy - increase confidence in students' capabilities - high expectations ELA I vacancies - moved 2 experienced ELA II teachers to ELA I Increase Meets and Masters **Root Cause:** Teacher vacancies - ELA I & Biology Ineffective interventions High volume of discipline referrals impacted admin instructional focus Low student self-efficacy Classroom management Chronic absenteeism 50%

Student Learning

Student Learning Summary

Data Reflection for Grand Prairie High School Overall Campus Numerical Score and Grade:

- 2024: 69 (D)
- 2023: 64 (D)
- 2022: 74 (C)
- 2021: NR (Not Rated due to COVID-19)
- 2020: NR (Not Rated due to COVID-19)
- 2019: 73 (C)
- 2018: 67 (D)

Subject: Algebra I (Data for 2024)

- Approaches Grade Level:
 - o Number of Students: 340
 - o Percentage: 39.67%
 - o Sum: 56.7%

Meets Grade Level:

- o Number of Students: 110
- o Percentage: 12.84%
- o Sum: 17% •

Masters Grade Level:

- o Number of Students: 36
- o Percentage: 4.2%
- o Sum: 4.20%

Data Reflection for Grand Prairie High School: Biology I (2024)

Biology I Performance Levels:

1. Approaches Grade Level:

- o Number of Students: 444
- o Percentage: 48.8%
- o Sum: 78.7

2. Meets Grade Level:

- o Number of Students: 228
- o Percentage: 25.1%
- o Sum: 29.8%

3. Masters Grade Level:

- o Number of Students: 43
- o Percentage: 4.7%
- o Sum: 4.7%

Data Reflection for Grand Prairie High School: English I & English II (2024)

English I Performance Levels:

1. Approaches Grade Level:

- o Number of Students: 127
- o Percentage: 12.2%
- o Sum: 36.2%

2. Meets Grade Level:

- o Number of Students: 226
- o Percentage: 21.7%
- o Sum: 23.9%

3. Masters Grade Level:

- o Number of Students: 23
- o Percentage: 2.2% o Sum: 2.2%

English II Performance Levels:

1. Approaches Grade Level:

- o Number of Students: 171
- o Percentage: 18%
- o Sum: 52.9%

2. Meets Grade Level:

- o Number of Students: 314
- o Percentage: 33%
- o Sum: 35%

3. Masters Grade Level:

- o Number of Students: 19
- o Percentage: 2.0%
- o Sum: 2%

Data Reflection for Grand Prairie High School:

U.S. History (2024) U.S. History Performance Levels:

1. Approaches Grade Level:

- o Number of Students: 191
- o Percentage: 34.4%
- o Sum: 91%

2. Meets Grade Level:

- o Number of Students: 168
- o Percentage: 30.3%

o Sum: 56.6%

3. Masters Grade Level:

o Number of Students: 145

o Percentage: 26.3%

o Sum: 26.3%

Student Learning Strengths

Data Reflection: Successes & Areas to Address Successes:

1. Collaborative Algebra I Team:

o The Algebra I team has demonstrated strong collaboration, resulting in consistent improvement in performance. The Approaches level has improved steadily, and there is room to further enhance student outcomes with this supportive team environment.

2. US History Growth: o Significant growth has been seen in U.S. History, with 91.0% of students reaching the Approaches level and 56.6% at the Meets level in 2023-2024. The Masters level remains impressive at 26.3%, reflecting successful instructional strategies.

3. Biology Growth: o Biology performance has seen a clear upward trend, with 78.7% of students reaching Approaches and 29.8% reaching Meets. This consistent improvement is a testament to strong instruction and student engagement.

4. ELA II Stability: o Several experienced teachers returned to ELA II, contributing to consistent student outcomes. The ELA II team has been receptive to in-class modeling and support from the Teaching and Learning (T&L) department, which has positively impacted instruction and student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student engagement data in learning. **Root Cause:** 72% of students think fighting is a major issue at school (more security/ active monitoring from admin team) 55% Students try tobacco, marijuana, alcohol, or other drugs while at school or school-sponsored events 3C's / building relationships with students Student self-efficacy/Change students' mindset

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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
- Other additional data

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

State Compensatory

Budget for Grand Prairie High School

Total SCE Funds: \$763,168.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The Schoolwide Compensatory Education (SCE) funds for Grand Prairie High School amount to \$763,168.00. These funds are designated to support programs aimed at improving educational outcomes for students at risk of academic failure. SCE funding can be used for a variety of purposes, such as providing additional instructional resources, implementing targeted interventions, supporting after-school programs, and professional development for staff, all aligned with improving student achievement.

Title I

1.1: Comprehensive Needs Assessment

Key Observations and Trends:

1. Algebra I:

- o Approaches Level: Small but consistent improvement from 51.0% in 2021-2022 to 56.7% in 2023-2024.
- o Meets Level: Relatively stable over three years, hovering around 16-17%.
- o Masters Level: Declining from 8.0% in 2021-2022 to 4.2% in 2023-2024, indicating a need for advanced instruction focus.

2. Biology:

- o Approaches Level: Strong improvement from 66.0% in 2021-2022 to 78.7% in 2023-2024.
- o Meets Level: Steady increase from 27.0% to 29.8%.
- o Masters Level: Slight decline from 5.0% to 4.7%, though meets and approaches levels have grown.

3. English I: o Approaches Level: Increased from 40.0% to 52.0% in 2022-2023, but declined sharply to 36.2% in 2023-2024.

- o Meets Level: Peaked at 27.0% in 2022-2023, then dropped to 23.9%.
- o Masters Level: Remained steady around 2.0%.

4. English II: o Approaches Level: Consistently strong with a slight decline in 2023-2024 (57.0% to 52.9%).

- o Meets Level: Gradual improvement, increasing from 32.0% in 2021-2022 to 35.0% in 2023-2024.
- o Masters Level: Stable around 2-3%, though some decline in 2023-2024.

5. U.S. History:

- o Approaches Level: Significant growth from 83.0% to 91.0%.
- o Meets Level: Strong performance with 52.0% in 2021-2022, peaking at 60.0% in 2022-2023, then slightly declining to 56.6%.
- o Masters Level: Consistently high at around 26-28%, indicating strong student understanding of history content.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Grand Prairie High School is committed to academic success, student engagement, and family involvement. With targeted initiatives, such as focusing on core subjects, addressing

Panorama data concerns, and improving school climate, GPHS aims to raise its overall score to 75 (C) by June 2025

2.2: Regular monitoring and revision

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, behavior records, PEIMS data

2.3: Available to parents and community in an understandable format and language

Parents and community members will be full partners with educators in the education of GPHS 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6) Performance Objective 1: GPHS Campus Improvement Committee will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and Campus Improvement Plan development

2.4: Opportunities for all children to meet State standards

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. [TEC Â§4.001(b)(7)] [TEC Â§11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

2.5: Increased learning time and well-rounded education

Implement College/Career Ready Initiatives with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and work-based learning opportunities. (ESSA requirement)

4.1: Develop and distribute Parent and Family Engagement Policy

Parents and community members will be full partners with educators in the education of GPHS 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. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

4.2: Offer flexible number of parent involvement meetings

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

5.1: Determine which students will be served by following local policy

Goal Objective Strategy Description

GPHS will provide targeted interventions (e.g., After School Tutoring, At Risk Program) for at-risk students who need to take EOC assessments this academic school year

GPHS will provide at-risk students the opportunity to recover credit through APEX, Night School, and Attendance School or attend Crosswind

GPHS will implement attendance incentive programs and rewards

GPHS will provide during-the-day PLC for state-tested subjects to allow teacher collaboration and student data analysis to increase student achievement

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)

GPHS will continue implementation of Formative Checkpoints (e.g., All-In-Learning, online instructional curriculum), student feedback, and remediation to mastery

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Alonso	Teacher		
Cynthia Juarez	Social Worker		
Jabulani Satcher	Principal		
Jimmy Dixon	Dean of Students		
Laura Ramirez	Social Walker		
Leonel Padilla	Parent Liaison		
Mable Jones	Finance		
Susanna Ramirez	Associate Superintendent		
Takyra Chambers	At Risk Counselor		

Site Based Decision Making Committee

Committee Role	Name	Position
Parent	Karie Williamsson	Parent
Parent	Kevin Woods	Parent
Paraprofessional	Vicki Bullock	Paraprofessional
District Professional	Wendy Wilson	District Professional
Community Member	Martin Armas	Community Member
Community Member	Elizabeth Armas	Community Member
Business Owner	Leah Benware	Business Owner
Business Owner	Ginger Mathews	Business Owner
Teacher	Kara Hoffman	Teacher
Teacher	Danielle Kent	Teacher
Teacher	Mica Ware	Teacher
Teacher	Tessa Gonzales	Teacher
Teacher	Pedro Maldonado	Teacher
Teacher	Hector Palma	Teacher
Campus Professional	Jimmy Dixon	Dean of Students
Principal	Jabulani Satcher	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024