

Grand Prairie Independent School District

Grand Prairie High School

2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Grand Prairie High School will shatter barriers for all students, empowering and nurturing them to realize their full potential by providing culturally responsive, student-centered instruction.

Vision

Every student at Grand Prairie High School will graduate with the tools and grit necessary to achieve limitless opportunities and become successful contributors to a greater tomorrow.

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Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)	25
Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)	27
Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)	29
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Comprehensive Needs Assessment

Revised/Approved: September 26, 2022

Demographics

Demographics Summary

Grand Prairie High School is a 6-A comprehensive high school that serves a culturally and economically diverse population. Grand Prairie High School is a 9-12th grade campus and has a count of 3,061 students. 90% of the students are Economically Disadvantaged, 81% At-Risk, 45% are English Learners, and 10% of students qualify for Special Education Services. The mobility rate is 17%. 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 an overall accountability rating of a C.

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 238 staff members who service and support our students. Our teachers have an average of 9 years of teaching experience and 6 years of experience with the Grand Prairie ISD. 98% of our teachers hold a Bachelor's degree or higher. Approximately 58% of our staff are females and 42% of our staff are males.

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, TELPAS, Edugence, ERG, and Skyward. Our campus Deans, Academic Facilitator, ESL Coordinator, and Special Education Coordinator help coach teachers on best practice 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 (Prioritized): Emerging Bilingual 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 Emerging Bilingual students 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 instructional aides and program coordinators to support specially designed instruction and sheltered instruction, as well as ESL & SpEd strategy training to assist our Emerging Bilingual and SpEd students in meeting the highest standards of STAAR.

Problem Statement 2 (Prioritized): 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 Learning

Student Learning 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 Learning 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 Learning Needs

Problem Statement 1 (Prioritized): Only 52% 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 (Prioritized): In 2019, 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 (Prioritized): In 2019, 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 (Prioritized): 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.

Five Core Values:

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 (Prioritized): 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 12: Emerging Bilingual 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 Emerging Bilingual students 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 instructional aides and program coordinators to support specially designed instruction and sheltered instruction, as well as ESL & SpEd strategy training to assist our Emerging Bilingual and SpEd students in meeting the highest standards of STAAR.

Problem Statement 12 Areas: Demographics

Problem Statement 2: Only 52% 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 Learning

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 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 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 needs support in reading and math instructional strategies.

Problem Statement 13 Areas: Demographics

Problem Statement 3: In 2019, 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 Learning

Problem Statement 5: In 2019, 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 Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- School safety data

Employee Data

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





Goals

Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: GPHS will provide parents and community members information about Early Childhood Education options offered by GPISD.</p> <p>Strategy's Expected Result/Impact: 1) Parents will become knowledgeable of Pre-K opportunities within GPISD.</p> <p>Staff Responsible for Monitoring: Administrators Parent Liaison Campus Life Coordinator Student Council Sponsor AVID ECHS</p> <p>Title I: 2.5, 4.1, 4.2 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: GPHS will provide opportunities for all students to mentor young children at our feeder elementary schools.</p> <p>Strategy's Expected Result/Impact: Students will provide tutoring and support to younger children to help them be successful in school while also gaining community service hours. Education Practicum Students Child Guidance Students</p> <p>Staff Responsible for Monitoring: Coordinator Student Council Sponsor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GPHS will offer Parent/Family Nights throughout the year.</p> <p>Strategy's Expected Result/Impact: Parents and family members will become more involved in their student's academic success. Be Kind Series</p> <p>Staff Responsible for Monitoring: Parent Liaison and administrator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: GPHS will implement a children's library for the Parent Liaison.</p> <p>Strategy's Expected Result/Impact: Pre-school children of visiting parents will be entertained during their visit. Parents will see that we are intentional in preparing for their visit.</p> <p>Staff Responsible for Monitoring: Parent Liason</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: 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.

Strategy 1 Details	Reviews			
Strategy 1: GPHS will increase AP/Dual Credit/OnRamps/CTE Coherent Sequence participation rate. 2) GPHS will continue to grow AVID program and	Formative			Summative
	Nov	Jan	Mar	June

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: 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

Title I:
 2.4, 2.5, 2.6

- **TEA Priorities:**
 Connect high school to career and college, Improve low-performing schools
 - **Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: Supplies for CCMR/AVID - 211 - Title 1

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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Performance Objective 3: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

High Priority

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: GPHS will provide training (e.g., Kagan, AVID, CKH) and support to help teachers increase student engagement in the classroom.</p> <p>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.</p> <p>3) GPHS will analyze student assessment data for specific student groups to determine and provide schedule of student services (e.g., tutoring, homework assistance, interventions, and accelerated learning opportunities).</p> <p>4) GPHS will implement an AP-Up to enhance AP teacher performance in order to increase student performance on AP Exams.</p> <p>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> <p>Strategy's Expected Result/Impact: 1) Increased student engagement; increased student achievement.</p> <p>2) Increased content literacy across all content areas.</p> <p>3) Increase AP Exam participation rate and average student scores on AP Exams.</p> <p>5) Transfer of instructional strategies into the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, SPED, Department Chair, Academic Facilitator, Deans, AP Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Contracted services and technology - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: GPHS will improve student attendance rate with Skyward and Raptor that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.</p> <p>Strategy's Expected Result/Impact: 1) GPHS attendance rate will improve per quarter. 2) Increased student engagement; increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators Academic Facilitator Deans Counselor PEIMS Clerk Parent Liaison Truancy Coordinator</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Attendance incentives - 211 - Title 1, Attendance school - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide high-quality early education initiatives and programs. (ESSA requirement)

Evaluation Data Sources: Advertise Early Education enrollment opportunities

Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 5 - 9.

High Priority

HB3 Goal

Evaluation Data Sources: State and Local Assessment Data and Counseling Reports


Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)


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


High Priority


Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
<p>Strategy 1: GPHS will provide ongoing professional development across content areas (e.g., Kagan Training, MathPath)</p> <p>Strategy's Expected Result/Impact: Enhanced teacher pedagogy; increased content knowledge; differentiated learning to meet the needs of teachers (new and experienced).</p> <p>Staff Responsible for Monitoring: Principal Deans</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Professional Development - AVID - 199 - General Fund, Professional Development - Instruction - 211 - Title 1, Professional Development - Administration - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire, and retain effective teachers, campus administrators, and other instructional leaders.

Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
<p>Strategy 1: GPHS will provide professional development opportunities for teachers (e.g., Books, AP Summer Institute).</p> <p>2) GPHS will provide leadership development opportunities through the T-TESS system and the Leadership Definition.</p> <p>3) GPHS will implement a new teacher academy for new teachers and assign a Buddy Teacher.</p> <p>Strategy's Expected Result/Impact: 1) Improved pedagogy skills; increased content knowledge. 2) Increased number of career advancement opportunities. 3) Improved transition process for new teachers to become acclimated to the campus expectations and available tools and resources. 4) Increase teacher retention</p> <p>Staff Responsible for Monitoring: Principal, Deans, Administrators, Department Heads, ESL Coordinator, Academic Facilitator.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: New Teacher academy supplies - 211 - Title 1, New Teacher academy professional development - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

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





Evaluation Data Sources: Professional Development calendar, agendas and sign-in sheets

Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)

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

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder ownership in overall success of school.</p> <p>Staff Responsible for Monitoring: Principal Deans Academic Facilitator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: 1) GPHS will post Parent Involvement Policy on district website to provide various avenues for parents and community members to get involved.</p> <p>2) GPHS will seek input (e.g., Parent/Volunteer Survey) from parents to identify engagement opportunities.</p> <p>3) GPHS will set up information tables for parents at events (e.g., athletic events) throughout the year.</p> <p>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).</p> <p>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> <p>6) GPHS will offer parental support sessions to assist households without technology assistance to become more aware and versed in their student's educational needs by providing computer and internet access.</p> <p>Strategy's Expected Result/Impact: 1) Make parents and community members aware of opportunities to become active members of the school community.</p> <p>2) Identify ideas and suggestions to help meet the needs of parents, community members, and volunteers.</p> <p>3) Increase awareness of opportunities for parents to become partners.</p> <p>Staff Responsible for Monitoring: Campus Life Coordinator Parent Liaison Counselors Academic Facilitator Administrators Social Worker</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Parent Involvement Center events - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)

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

High Priority





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

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students and staff will have access to technology as needed to increase their performance in the classroom</p> <p>Staff Responsible for Monitoring: Principal Deans Department Heads IMS Staff Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Technology - Apple TV's and upgrades - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)

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

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs





Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Administrators IMS Staff Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Instructional Development - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

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

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>2) GPHS will establish a Crisis Management Team consisting of students, teachers, administrators, SROs and counselors.</p> <p>3) GPHS will increase ability to manage and monitor students and visitors to campus (e.g. Raptor, SMART Tag).</p> <p>4) GPHS will establish a COVID Response Team consisting of administrators and nurses.</p> <p>5) GPHS will provide all staff and students with appropriate PPE supplies for personal and classroom use.</p> <p>Strategy's Expected Result/Impact: 1) Improved communication. 2) Increased safety and security of building and students/staff. 3) Suicide/Assessment Screening 4) Provide community resources to Parents 5) Campus Awareness Program 6) Address Bullying/Suicide Prevention/Teen Dating Violence 7) Identify, minimize, and prevent the spread of potential COVID-related illness by contact tracing, sanitizing locations, and communicating confirmed cases.</p> <p>Staff Responsible for Monitoring: Administrators, Crisis Management Team, COVID Response Team Counselors, Staff</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Crisis Management Implementation and Supplies - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

Evaluation Data Sources: Incident and attendance reports

Strategy 1 Details	Reviews			
Strategy 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,	Formative			Summative
	Nov	Jan	Mar	June

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.

Strategy's Expected Result/Impact: 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.
 3) Trauma Informed Training Series
 4) Hands Prints on Hearts
 5) Kindness Crew

Staff Responsible for Monitoring: Administrators,
 Counselors,
 Teachers,
 School Resource Officers,
 Campus Behavior Coordinator,
 Truancy Officer
 Social Worker

Title I:

2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools


- **Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: Behavior interventions strategies and incentives - 211 - Title I

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</p> <p>Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing</p> <p>Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services</p> <p>Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Stephens	ESL Coordinator	ESL	1
Melody Bradley	Special Education Coordinator	Special Education	1
Stacy Parker-Brown	CCMR Coordinator	College, Career, & Military Readiness	1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Laigha Boyle	Principal
Administrator	Samantha Oxley	Dean of Students
Administrator	Diondria Phillips	Dean of Academic Advising
Paraprofessional	Mable Jones	Finance Secretary
Parent Liaison	Lionel Padilla	Parent Liaison
Classroom Teacher	David Huffman	Social Studies Department Chair
Classroom Teacher	Ryan Holroyd	English Department Chair
Classroom Teacher	Lance Hood	Math Department Chair
Classroom Teacher	Alexandra Swartzwelder	Science Department Chair
Parent	Loraine Armas	Parent
Classroom Teacher	Mary Cavazos	Fine Arts Department Chair
Classroom Teacher	Leslie Alexander	Special Programs Department Chair
Classroom Teacher	Wade Nemah-Kimbulu	Inclusion Department Chair
Administrator	Barry Baker	Dean of Students
Classroom Teacher	Elia Salvador	LOTE Department Chair
Classroom Teacher	Juliann Tigert	CTE Programs of Study Department Chair
Classroom Teacher	Thanh Kinder	CTE Electives Department Chair

Campus Funding Summary

199 - General Fund					
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
Sub-Total					\$0.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for CCMR/AVID		\$0.00
1	3	1	Contracted services and technology		\$0.00
1	3	2	Attendance incentives		\$0.00
1	3	2	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	1	2	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
Sub-Total					\$0.00