Grand Prairie Independent School District

Grand Prairie Fine Arts Academy

2023-2024 No Review or Funding

Mission Statement

The Grand Prairie Fine Arts Academy, GPFAA, is a multifaceted school that provides a rigorous academic environment while encouraging artistic excellence through integration with multiple arts disciplines and authentic assessment. Daily, GPFAA students study with a unique staff of professional educators, both academically and in the arts, who are also working artists with significant training and experience in their individual disciplines. GPFAA students engage in many enrichment activities and have multiple opportunities to showcase their talents.

Vision

EXTRAORDINARY BY DESIGN

Value Statement

Capture their Hearts - Knowing that Loving Kids is more important than the Content we Teach... Teach to the Top and Support ALL

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Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4) 17
Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1) 25
Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. 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. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6) 28
Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5) 30
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7) 32
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grand Prairie Fine Arts Academy is a school of Innovation and Choice. All students are in Advanced/AP/DC classes and a Fine Arts strand. We serve students in grades 6- 12 who must apply and audition for acceptance. Enrollment is 850. Our Economic Disadvantaged students make up 42% of the student population. LEP is 11% (up from years past) which now counts since we are over 25 tests for state assessments. Our At-Risk population is 41%, GT 23%, Male 32%, Female 68% students. GPFAA students and parents are from all walks of life and socio-economic standings. 22.4% White, 16.4 African American, 56% Hispanic, 2% Asian, 3% Two or More. We have 18% ELL, 11% 504, and 3% Dyslexic.

Approximately 70% of our students are Grand Prairie residents and 30% are from outside district boundaries. GPFAA is on a 90-minute Block Schedule. Numerous Fine Arts Electives have been added. All middle school students complete a minimum of 3 high school credits – Spanish1, Spanish 2, HS PE. Many students also complete Algebra 1, English 1, and some Geometry. Any student can test out of Spanish 1 and 2 and go straight into Spanish 3 and AP Spanish Language.

Our GPFAA parents are very supportive and enjoy working with us. 30% of our students are siblings, we have an extremely high number of brother and sisters. Currently we have families with anywhere from 1 to 5 kiddos attending GPFAA many in different fine art strands.

Funds are used to train GPFAA teachers through College Board AP Summer Institute to ensure the rigor in the classroom is GT/AP/Advanced. We have also incorporated NMSI into our training. We also have 90+% of teachers trained in Capturing Kids Hearts and Apple Certified. Everything we do is at an advanced academic level – so our "norm" is advanced - Meets and Master's on STAAR/EOC. GPFAA has NJHS, NHS, Student Council and Theatre, Dance, and Art National Honor Societies. The staff is highly qualified, and directors have field experience. GPFAA works closely with the City of Grand Prairie and surrounding areas to provide community service. For example, there are over 20 murals all over Grand Prairie that was painted by GPFAA Visual Artists.

GPFAA has a PTA and 7 guilds with active executive boards. We have a Facebook Pages ran by GPFAA staff and one ran by parents from GPFAA. Guilds have virtual stores where they sell their gear. GPFAA has 7 student operated strand boards who make decisions on how to spend student fund raising funds.

GPFAA has guest artists working with our students from all over the country including numerous Zoom experiences. Our long list of visitors, guest artists, field experiences, and city performances clearly shows GPFAA's commitment to community involvement. Our parents are also highly involved in all aspects of GPFAA.

Due to GPFAA's high expectations, passionate teachers, and focused students GPFAA is the first school in GPFAA to be named a National Blue Ribbon School. We are also #120 out of 17,000 high schools, reports by US News and World Report. GPFAA boasts a 100% graduation rate. GPFAA's mariachi, vocal music, theatre, orchestra, and art strands have been guests at Pre-K schools and/or elementary schools all over GPISD and the metroplex. All strands performed or competed in various City of Grand Prairie events: such as, Red Ribbon Week, Tree Lighting, Cinco de Mayo parade, MLK Parade, PTA Reflections Fine Arts competition. GPFAA hosted the Fall Festival where we invited numerous GP middle schools and elementary schools to perform at GPFAA in between GPFAA performances. All strand directors visited all GP elementary schools to speak to students about the opportunities at GPFAA for 6^{th} – 12^{th} graders.

All teachers have Canvas accounts as do the students/parents – parents can keep up with everything their student is doing each of his/her classes. GPFAA has the following social media to keep in contact with our "public" and parents: Facebook, Instagram, Skyward, Call-Out system, Twitter, Remind, and Website.

Demographics Strengths

- GT enrollment is 25% which is higher than the state average of 7%.
- All 850 students are enrolled in Advanced and AP classes regardless of demographics.
- Graduation rate is at 100%.
- Diverse faculty provides cultural sensitivity to the diverse background of students.
    - GPFAA is intentional about hiring all ethnicities.
- Students attending a school of choice tend to be much more motivated.
- GPFAA is a family style atmosphere where everyone is involved in ensuring success.
- All student populations are set up for success - There is no sub pop learning gaps at the Approaches level.
- Social Media Pages are available to keep our students, parents, and community aware of upcoming activities and awards.
- Fine Arts Guilds support each strand like a booster club.
- Meet the Teacher Night and Open House allows parents to become a part of the learning community.
- Fall Festival is open to the community and run-in conjunction with our Haunted House.
- GPFAA is involved in the GPISD Experience to recruit students and teachers.
- GPFAA performs all over the city and the surrounding areas.
- Numerous fine arts Master Artists provide master classes within the school day.
- GPFAA Fine Arts Strands continue to lead the state and nation in many areas.
    - GPFAA Varsity Mariachi, Sol Azteca, is the TWO-TIME 6A State Champions.
- Numerous siblings at GPFAA
- GPFAA is divers

GPFAA has one of the few mariachi bands in north Texas and the only one that has won State TWICE

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GPFAA does not have an attendance zone and we must recruit all future students with an interest in fine arts as well as a strong work ethic in their academic classes. Marketing is a must for GPFAA **Root Cause:** GPFAA is an Audition-Based All-Advanced Academic School

Problem Statement 2: All Core Teachers are REQUIRED to be ESL Certified due to those strategies being Best Practices. This will give our EL students more tools to use to be successful. **Root Cause:** Increasing diversity of our community

Student Learning

Student Learning Summary

- Grand Prairie Fine Arts Academy has an excellent record of performance on the state of Texas assessments – STAAR and EOC – in both middle and high school.
- GPFAA had our first Presidential Scholar in the arts – Isabella Gueke
- In 2022-2023 GPFAA had the BEST EOC/STAAR Scores in the District and Exceed the State
    - Below are the results (during school year results

CONTENT	GRADE	YEAR	APPROACH	MEETS	MASTERS
-	-	-	-	-	-
READING	6th Grade	2023	93%	80%	40%
READING	7th Grade	2023	100%	89%	52%
READING	8th Grade	2023	99%	88%	40%
ENGLISH 1	HS/MS	2023	100%	100%	33%
ENGLISH 2	HS	2023	98%	98%	18%
MATH	6th Grade	2023	92%	46%	19%
MATH	7th Grade	2023	88%	58%	9%
MATH	8th Grade	2023	100%	83%	31%
ALGEBRA 1	HS/MS	2023	100%	90%	56%
SCIENCE	8th Grade	2023	92%	66%	20%
BIOLOGY	HS	2023	100%	87%	33%
SOCIAL STUDIES	8th Grade	2023	80%	35%	15%
US HISTORY	HS	2023	100%	95%	68%

Named National Blue-Ribbon School 2019 – First in Grand Prairie ISD History

- We will be up for that again at the end of next school year
- GPFAA is #120 in the Nation – Ranked by US News and World Report.
- We have students moving into GPFAA from India, the Ukraine, as well as many other states.
- In 2022-2023 GPFAA still held some of the highest scores in the state of Texas for STAAR/EOC.
- In 2022-2023 we concentrated on improving SAT scores. When the entire nation's scores went down GPFAA's went up or remained constant, which we see as a huge win coming off COVID.

In October of 2019, GPFAA was named a National Blue Ribbon School; In 2021 we were ranked #101 Nationally by US News Report; Ranked #12 in the state of Texas by US News Report; Apple Distinguished School (One of only 2 in GPISD); and AP District Honor Roll School. GPFAA has increased the number of electives offered at GPFAA based on student needs. Assessments include 9 weeks district assessments, PSAT8 for all 8th graders, PSAT, TELPAS, and the STAAR/EOC which are used to monitor and assess student progress. Data assessments results are used by teachers to monitor students passing and growth percentages. The Advanced Academics coordinator works directly with teachers to increase the content rigor. Additionally, the coordinator monitored the progress of students by developing student success plans. GPFAA is represented by national and state award winning fine art strands - band, vocal music, mariachi, art, theatre, orchestra, dance. Teachers maintain their GT hours and all teachers of Advanced Placement courses attend the NMSI training or APSI Training. Teachers received high quality training to ensure teaching styles reached advanced level achievement. Additionally, instructional materials such as Springboard, Khan Academy, and college-board curriculum and college-board textbooks were utilized. Guest Artists Showcases of over 23 guest artists were held at GPFAA and approximately 15 off-campus field experiences. Those numbers are down due to COVID restrictions. However, performances and competitions did begin again in person. Incentives and competitions are created for students, grade levels, and strands to promote student achievement. This year we have started a BEAT THE BEST wall where we have posted the highest STAAR/EOC percentages for each grade level and each test. The goal is for our competitive students to strive to "Beat the Best" scores every received on each test.

22-23 Seniors starting the year with 90% already meeting CCMR. GPFAA Goal is for all GPFAA students to meet CCMR through SAT score - this will also allow them to take dual credit classes and not have to take a college entrance exam. We still have work to do in this area; however, we have done intentional math and English SAT training for our teachers and our students throughout this year. We incorporated Mastery Prep Program into daily usage.

GPFAA strives to maintain and/or increase students' attendance, daily and major grades, AP, SAT, and STAAR scores as well as GPAs. GPFAA continually seeks new routes for incentives especially targeting high school students. GPFAA has incorporated mandatory leadership classes in 9th grade and will begin to build a mentoring program between high school and middle school students.

Student Learning Strengths

- National Blue- Ribbon High School based on Academic Excellence – Only Blue Ribbon School in GPISD history.
- Only 5 students (TOTAL) did not "pass" their EOC in the spring. 4 did pass that EOC in the summer and only 1 did not take it in the summer.

- GPFAA leads the district and state in EOC/STAAR scores.
- Master Guest Presenters who represent professionals working in the Arts Strands continue to increase their visits and mentoring.
- National and State Fine Arts Winners in all 7 Fine Art Strands and Middle School and High School.
- Increased number of colleges/universities recruiting GPFAA seniors.
- Broadway Dallas and Schmidt and Jones Nominations for our All-Strand High School Musical - Drood
- National Merit increases
- All Seniors took the SAT in the Fall, and All Juniors took the SAT in the Spring
- Number of students earning college credit through the University of Texas on Ramps Program and through AP tests scoring 3, 4, or 5. – We receive AP scores in July.
- Having high school and middle school students at GPFAA - We get to know our kids in the 7 years we have them.
- Students did finally start getting back into the swing of "school" about halfway through the year – after coming off COVID protocols.
- Students were able to attend 4545 tutoring within the school day for 30 minutes per day.
- More students attended Saturday tutoring sessions before taking their AP, STAAR, or EOC exams.
- GPFAA added a Maker's Space for our Academic Teachers/Students.
- GPFAA added many more cultural celebrations throughout the year and giving opportunities for students to learn more about other cultures.
- Students needing 30 hours of mandatory 4545 tutoring for the results of the 22-23 EOC/STAAR results will get that tutoring this summer if they choose to.
    - Students retaking EOCs in the summer will have in person teachers to tutor them this summer while prepping for the exams they can also get their 4545 – 30 hours.
- Students who failed a class in high school will have the opportunity to complete credit recovery this summer as well with virtual classroom work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ALL GPFAA students are not earning CCMR credit through AP scores or SAT scores. GPFAA needs to educate all students starting their freshman year and all years following on WHY it is important and have intentional resources for this. **Root Cause:** Not all GPFAA students are motivated to earn college credit through AP and some are not planning on going to college; therefore they do not see the need.All students at GPFAA are required to take Advanced Academic courses - there are very few on-level core courses.

Problem Statement 2: GPFAA teachers must have professional development on the ins and outs of all high-stakes testing. Grade level teachers must collaborate on how they will incorporate strategies into their daily teaching. There must be vertical alignment within subject areas to ensure all students are prepared for all tests. If this is not done our students are playing a game without knowing the rules. To include th **Root Cause:** GPFAA students take multiple high-stakes tests in high school. Each type of test has its own set of standards of how to be successful on the tests - above and beyond knowing the content. It is critical for GPFAA teachers to know, teach and prepare their students for all tests that their students will take that year and in upcoming years.

School Processes & Programs

School Processes & Programs Summary

GPFAA promotes creativity and out of the box teaching with our teachers. Self-directed learning for students and relevant experiences are imperative. GPFAA's academic teachers must continue to find new ways to incentivize masters level work for students who are meeting high expectations. Because all GPFAA students are required to take Advanced level courses in all 4 core areas, there is a large gap between strongest and weakest academically in each core class. This requires GPFAA academic teachers to differentiate daily. Professional Development is an integral part of maintaining high quality staff and a culture of continuous growth. All staff completed mandatory Safe Schools Training. Staff are Apple Certified Teachers. Appropriate staff attends APSI & NMSI if teaching an appropriate class. Core teachers are ESL certified. Many GPFAA Teachers and Directors are working professionals in industries outside of teaching and wish to seek real-world training and PD in their field to bring back to the classroom, so students can learn the newest best practices in their craft. GPFAA boasts master teachers who have some of the best state assessment scores. Recruitment for teachers began in the spring.

Many GPFAA teachers are the leaders of staff development within the district and state level organization. GPFAA is known to grow their own. Many of our teachers are taking master courses to continue their education. There is a strong focus on the Leadership Definition with Administration and Support Team when coaching and cultivating growth. GPFAA boasts master teachers who have the best state assessment scores and AP results. Recruitment for teachers began in the spring –-Able to hire teachers from within and out of district with fine arts background and exemplary recommendations. Teacher growth and support is paramount at GPFAA. All teachers are supported by co-workers, administration, and district strategists.

GPFAA focuses on interactive technology and incorporating technology as much as possible as we are one-to-one with iPads to all students and teachers. GPFAA is an Apple Distinguished School and constantly seeks to incorporate new technologies in meaningful ways. All middle school students are enrolled in advanced academics classes therefore, we use Springboard and ALEX to elevate curriculum in math. All high school students are enrolled in AP, dual credit, on ramps classes to encourage college level rigor. PLCs aim to facilitate vertical alignment. Therefore, all advanced teachers within a core area know what their students must be equipped with to be successful in AP classes later in their educational career.

Teachers analyze their teaching and frames/Canvas modules using data from the 9 weeks test data. Edugence data from tested subjects is utilized to track formative and summative progresses. Teachers analyze the Quarter assessments and look at students' scores by SE and by question number – as well as overall scores by sub-pops to ensure there are not any gaps. Students track their progress on their own data analysis forms where they also set goals for each Quarter. Core teachers integrate Fine Arts into the core classes when appropriate. GPFAA Fine Arts and Academic teachers have also coordinated efforts for cross-curricular lesson development. Core teachers attend quarterly curriculum overviews provided by the district.
GPFAA directors attend and are chosen to present at the National Conferences.

95% of the staff is Capturing Kids Hearts trained. This program addresses the GPISD commitment to building relational capacity between campus staff and students. GPFAA teachers are sought out by the district for training other teachers at other campuses.

School Processes & Programs Strengths

- Highly qualified teachers
- Mentor program for new teachers
- Social worker
- Advisory courses for all 6th graders
- Leadership course for all 9th graders

- Leadership 2 course for upperclassmen.
- Handprints on Hearts
- Professional development days- at the beginning of the year
- Capturing Kids Hearts National Showcase Site
- Special 1st Day PD
- Academic teachers with a fine arts background
- Technology integration
- 1 to 1 student technology
- Seminar 30 minutes per day
- Nearpod certified teachers
- Most Teachers are GT trained
- Safety plans & prevention
- College readiness focus
- UT On Ramps dual-enrollment courses
- Xello – Students can keep up with their 7-year plans
- College campus visits
- Highly qualified teachers
- Growing our own leaders
- Guest artists
- Vertically aligned
- High school – Courses 50% fine arts/50% academics
- GPISD Leadership definition
- Teachers go above and beyond
- All staff book study over the summer
- Teachers are expected to take calculated risks to be out of the box
- Use of Edugence for data retrieval.
- Fine Art teachers collaborate with academic teachers
- Access to online textbook learning for students and parents.
- PLC-Professional Learning Communities provide time for collaboration in lesson planning.
- Support from the district level is provided as needed to train and support Core teachers.
- Autonomy with regards to "how" teachers do things at GPFAA - allowing teachers to be out of the box and different
- Numerous teachers have master's degrees or working toward them - many with administrative certification, which provides a level of expertise in their fields as they share and mentor others on their teams.
- All Advanced Academics/DC/ On Ramps classes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): GPFAA SAT Reading scores are above average and earning them 1/2 the CCMR credit - However, their Math scores are not and are keeping them from earning CCMR. **Root Cause:** GPFAA students academically perform at a high level. Therefore, to show consistent growth is challenging because they are already near the top and are expected to stay there.

Problem Statement 2: The goal for GPFAA students in AP classes as been to get a high GPA instead of exam scores that will bring them college credit. **Root Cause:** AP course scores and AP exams scores are in 2 very different places. GPFAA students are required to take advanced classes.

Perceptions

Perceptions Summary

- -GPFAA takes a holistic approach to education. The vision Extraordinary by Design is known by all teachers, students ,and most parents. Students and parents are made aware that students will struggle, and that struggle is intentional. Students are provided unique courses that specifically prepare them for college and the work force (Pedagogy, Working Artist, Art and Media, On-Ramps, and Leadership). GPFAA students are empowered by being provided real-life opportunities to apply learned skills while serving as Campus Ambassadors. They learn exceptional relevant leadership skills in our CKH Leadership classes that are directly applied during the campus tour events. Students collect, organize, and lead the campus announcements every morning without any direction.
- Advanced Academics and Advanced Fine Arts at Grand Prairie Fine Arts Academy - School of Choice include 7 Strands: Visual Art, Orchestra, Dance, Jazz Band, Vocal Music, Theatre, and Mariachi. All students in middle school are enrolled in Advanced ELA, math, social studies, and science. All students in high school are enrolled in Advanced and/or AP/DC classes.
- The Middle School and High School students are housed in a single building. Middle school students are taking high school credits. Middle School students can take High School level classes. High school students are 1/2-day fine arts and 1/2-day academics. Numerous guest artists worked with students in 21-22 and are scheduled to expand for 22-23. Students are actively involved in the community by attending field trips, organizing charity-based events, mentoring young artist, student-teaching at other campuses and performing throughout the city, State, and Nation. In addition, each strand host professional guest teachers throughout the year. All students performed on numerous stages throughout the district, city, state, nation, and other countries.
- Students continue to be prepped for SAT, PSAT, NMSQT, ACT, ASVAB, STAAR/EOC, AP, (at advanced levels). Academic teachers work with fine art strands to help with performances, supervision on field trips, etc. Academic teachers are actively involved in the Fine Arts by volunteering to chaperone field trips, work performance events, and serve as a judge on the audition panels.

- Teachers and students use technology daily. All students know how to utilize Canvas, Nearpod, and Skyward. Capturing Kids Hearts strategies are used with fidelity at GPFAA. We are a National Showcase Site for CKH.

Perceptions Strengths

- Earned “National Blue Ribbon” distinction
- Arts School Network, “National Exemplary Fine Arts Academy”
- AP Honor Roll School
- 100% graduation rate
- Social/emotional counselor
- SRO Full-time
- Student greeters/ambassadors
- Advanced academics, Dual Credit, On-Ramps
- Cross curricular innovations
- Professional Collaborations
- CKH
- Teacher to teacher mentoring
- Teacher to Student mentoring
- Student led organizations (Thespians, NHS Dance Arts, Art Honor Society)
- Student Art Collective
- Technology 1-1
- Principal/Dean's List

- Student work displayed
- Scholarship tracking
- Student Social contracts
- Welcoming teacher's lounge as a space for teachers that focus on wellness
- A piano lab with 16 student pianos and one staff piano
- Multiple whisper rooms, 2 large & 2 small, for sound-proof arts practicing
- All know the common vision of the school
- Classroom doors welcome students, share work, personalize teacher
- National Campus Awards displayed in entry hall
- Partnership with Garner Fine Arts Academy
- Affirmations included in daily activities, staff meetings
- Teacher committees to solicit input, creative solutions, and collaboration
- Numerous organizations outside of GPISD seek performances by GPFAA strands.
- Active social media presence, full time Campus Life staff member
- Local public perception is positive as indicated by 25% of the students at GPFAA are siblings.
- Test Scores reflect strong academics
- Advanced academics is a constant push on students/parents. Academics and Fine Arts are equally important
- 6th - 12th grades available on campus to provide consistency in curriculum and programs
- 90 minutes in all classes including the fine arts
- Safety is imperative – New vestibule installed, Full-time school resources officer, badge in and out system, numerous safety drills, and new metal detector.
- GPFAA has its own social emotional social worker.
- All teachers with an interest in administration are given admin duties as time allows - GPFAA prides itself on training the next set of leaders for the district (Distributive Leadership Team)
- one-to-one iPads for 6 to 12th grade
- School-wide WIFI provides equal access for students who don't have it at home.
- students can connect to network
- technology used to implement lessons
- Canvas and Google Classroom pairs and supports instruction allowing for differentiation
- students use variety of app's for research and completion of projects
- Promethean Boards in some core classes
- Newline Interactive Panels in some core classes
- College & Career Counselor
- Full time nurse and medical training for staff
- Technology Assistance and Resource Staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): GPFAA students must have differentiated instruction to ensure academic growth in all core classes. There is high need for additional resources that can be utilized allowing secondary teachers the ability to work with small groups and tailor instruction by TEK, by different learning styles, and with student focused learning. **Root Cause:** GPFAA has been highly successful academically therefore the perception is GPFAA students are smart, they don't have to work hard, and it comes easy.

Problem Statement 2: GPFAA needs to reapply to be an Apple Distinguished School. **Root Cause:** Technology continues to be updated and brings about new ways to educate yet also brings about new challenges for schools.

Priority Problem Statements

Problem Statement 1: GPFAA SAT Reading scores are above average and earning them 1/2 the CCMR credit - However, their Math scores are not and are keeping them from earning CCMR.

Root Cause 1: GPFAA students academically perform at a high level. Therefore, to show consistent growth is challenging because they are already near the top and are expected to stay there.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: GPFAA does not have an attendance zone and we must recruit all future students with an interest in fine arts as well as a strong work ethic in their academic classes. Marketing is a must for GPFAA

Root Cause 2: GPFAA is an Audition-Based All-Advanced Academic School

Problem Statement 2 Areas: Demographics

Problem Statement 3: ALL GPFAA students are not earning CCMR credit through AP scores or SAT scores. GPFAA needs to educate all students starting their freshman year and all years following on WHY it is important and have intentional resources for this.

Root Cause 3: Not all GPFAA students are motivated to earn college credit through AP and some are not planning on going to college; therefore they do not see the need.All students at GPFAA are required to take Advanced Academic courses - there are very few on-level core courses.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: GPFAA students must have differentiated instruction to ensure academic growth in all core classes. There is high need for additional resources that can be utilized allowing secondary teachers the ability to work with small groups and tailor instruction by TEK, by different learning styles, and with student focused learning.

Root Cause 4: GPFAA has been highly successful academically therefore the perception is GPFAA students are smart, they don't have to work hard, and it comes easy.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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.
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- Equity data
- 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

Goals

Revised/Approved: September 14, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District 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.

High Priority

HB3 Goal

Evaluation Data Sources: District Data Sources andState Accoiuntabiliity Ratings and Reports

Strategy 1 Details
Strategy 1: All Academic GPFAA Staff will be trained in all online assessment platforms, Edugence and how to work with it so there are no technology inconsistencies. Focusing on accommodations and parts of the assessments available to all students. **Strategy's Expected Result/Impact:** Students will have minimal technology challenges during tests that will result in completing the assessments on time and minimizing technology frustration. **Staff Responsible for Monitoring:** Testing coordinator, Dean of Instruction

Strategy 2 Details
Strategy 2: All GPFAA teachers participate in PLCs every other day for 90 minutes with vertically aligned courses or same content fine arts. Teachers give feedback to one another on upcoming lessons, intervention ideas, and share data collection ideas and results. Teachers plan and share the upcoming content and lessons. PLCs will be monitored by the Dean of Instruction. Teachers will focus on vertical alignment. **Strategy's Expected Result/Impact:** PLCs directly impact teacher and student learning. **Staff Responsible for Monitoring:** Dean of Instruction **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**

Strategy 3 Details

Strategy 3: GPFAA has a 100% graduation rate and 0% drop out rate in the last 9 years. We will continue to monitor students closely with this in mind as well as keeping up with students who withdraw and their reasons why.

Strategy's Expected Result/Impact: CONTINUE 0 DROP OUT
CONTINUE 100 GRAD RATE
IMPROVE ATTENDANCE
IMPROVE WITHDRAWAL DOCUMENTATION

Staff Responsible for Monitoring: PEIMS
LEAD COUNSELOR
DEAN OF INSTRUCTION

Additional Targeted Support Strategy

Strategy 4 Details

Strategy 4: GPFAA will use the RTI Process, Child Find, and Student Success Plans - Target students who need additional help outside the school day, students whose data is below GPFAA expectations and goals.

Strategy's Expected Result/Impact: RTI documentation and interventions for students needing assistance to include 4545 students -
Student success. plans completed

Staff Responsible for Monitoring: RTI Case Manager
Lead Counselor

Title I:
2.4, 2.5, 2.6
- **Additional Targeted Support Strategy**

Strategy 5 Details

Strategy 5: Student attendance will effect eligibility for elective field trips - academic teachers will be asked to sign off on non-UIL related trips. We will continue to contact parents and students when they have too many absences. Parents will also notify an administrator if they will be taking more than two days "off" for a reason other than illness.

Strategy's Expected Result/Impact: *Improved attendance
*Fewer late to schools
*Increased overall grades
*More juniors and seniors exempt

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details
Strategy 1: GPFAA will provide fine arts tours, workshops, performances and "Fine Arts Nights" to assist in the overall district goal of helping Pre-K students transition into school. Students will hold "how to" sessions in the evening in our Makers Lab **Strategy's Expected Result/Impact:** Enhance the younger generation of students with Fine Arts **Staff Responsible for Monitoring:** Dean of Fine Arts Principal Parent Liaison **Additional Targeted Support Strategy**
Strategy 2 Details
Strategy 2: GPFAA will host workshops for Pre-K students and their families - To be lead by GPFAA high school students and supervising teacher. GPFAA students will work alongside Pre-K students while creating and learning kinesthetically. **Strategy's Expected Result/Impact:** Pre-K students and families can collaborate while using problem solving skills to create a physical product - giving the students a quick look into "school" and education - something for them to look forward to. **Staff Responsible for Monitoring:** Assistant Principal, Paid Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Strategy 1 Details
Strategy 1: GPFAA will use Edugence and Skyward and MAP and College Board software to gather and analyze data from all high stakes tests to better target our students for specific interventions. (Involve teachers in the use of academic assessments, provide students having difficulty additional assistance) **Strategy's Expected Result/Impact:** *Increased student academic achievement. *Increase/Maintain STAAR/EOC results *Increase the number of students earning college credit in high school **Staff Responsible for Monitoring:** Principal Dean of Instruction Dept Heads Advanced Academic Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: GPFAA created a SAT Kickstart Training Campaign. GPFAA must ensure all students graduate with SAT Math and English base scores to ensure no remedial courses will be needed prior to attending college. GPFAA students take AP, EOC/STAAR, and SAT exams throughout high school and ALL test are very different. The SAT is the most important numbers a student has when looking into college acceptance.
Teachers need to be trained on how to incorporate SAT strategies in their classroom as well as the students NEED specific training on "how" to be successful on the SAT. This is the number one GOAL of GPFAA over the next two years. Juniors will have high level resources at their fingertips.

Strategy's Expected Result/Impact: * More automatic college acceptances
* Increase/Maintain meeting CCMR
* Students have the scores to be accepted into ANY school in the country.

Staff Responsible for Monitoring: Lead Counselor
Dean of Instruction
Lead SAT Coordinator

Title I:
2.5
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 5: Effective Instruction

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

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

Evaluation Data Sources: tutoring records, prescriptive interventions cocumentation

Strategy 1 Details
Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. **Strategy's Expected Result/Impact:** Migrant Families are supported **Staff Responsible for Monitoring:** PEIMS Dean of Instruction

Strategy 2 Details
Strategy 2: Teachers will provide tutoring by SE for students needing extra help. WE will provide RTi prescriptive instruction as well as interventions for all populations to ensure no achievement gap. **Strategy's Expected Result/Impact:** Higher passing rate for classes Higher passing rate for STAAR/EOC **Staff Responsible for Monitoring:** Dean of Instruction Principal Advanced Academic Specialist Counselors

Strategy 3 Details
Strategy 3: All core teachers will be AP certified every 3 years by attending APSI. All core teachers will be ESL certified. GPFAA high school teachers will be briefed and assigned training to be able to teach On Ramps Dual Credit Courses. **Strategy's Expected Result/Impact:** * More On Ramps Dual Credit classes will be offered in 19-20. * Higher AP Passing rates on the AP tests. * EL students will continue to score as all other sub pops at GPFAA. **Staff Responsible for Monitoring:** Dean of Instruction Principal

Strategy 4 Details

Strategy 4: Create a sense of family. GPFAA follows CKH strategies and implements new ones. All GPFAA teachers will be CKH trained and we will have guest staff development from CKH

Strategy's Expected Result/Impact: *BE Word on Teacher doors displayed with college attended as well as family pictures.
*Improved school culture
*REVOLUTION Word posted on Teacher doors.
*Fewer discipline referrals.
*Mutual respect between teachers/students - teachers/teachers.

Staff Responsible for Monitoring: Principal Dean of Instruction Principal

Strategy 5 Details

Strategy 5: Students will be taught CKH philosophies and encouraged to affirm other students/teachers daily. GPFAA will add more Leadership classes. There will be affirmations posted in main hallways as well as announcements as well as CKH teachers and kids of the month as well as Kindness Clubs and Guest Speakers regarding Bullying and Kindness.

Strategy's Expected Result/Impact: Attendance rate for all improved
Lower discipline incidences
Increase climate
Decrease bullying reports
CKH National Showcase Site continues

Staff Responsible for Monitoring: Assistant Principal CKH Committee

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District 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 6 and 9.

High Priority

HB3 Goal

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

Strategy 1 Details
Strategy 1: Counselors and Social Worker will provide SEL lessons - in person and via videos - during 6th grade Advisory Classes and 7th, 8th, and 9th grade Seminar classes. The counselors will determine what topics are most critical to GPFAA students and address those first. **Strategy's Expected Result/Impact:** Decrease in discipline issues as well as Decrease in self-initiated trips to the counselors office. **Staff Responsible for Monitoring:** Counselor and Social Worker

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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 district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

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

Strategy 1 Details
Strategy 1: Dean will ensure all teachers are state certified to provide quality instruction through the monitoring of teacher certifications with TEA to include Dual credit certified Teachers as well as AP/Fine Arts and NMSI trained teachers. Core teachers ESL certified within a year of hire. (Comprehensive needs assessment, Instruction by highly qualified staff, Professional Development, Create strategies to attract Highly qualified staff) **Strategy's Expected Result/Impact:** TES Certifications in compliance All core teachers ESL certified **Staff Responsible for Monitoring:** Dean of Instruction

Strategy 2 Details
Strategy 2: Fine Arts teachers will be masters in their content area with continual extensive training in their respective areas so as students will receive the highest of quality instruction by highly qualified teachers. (Instruction by highly qualified staff, Professional Development, Create strategies to attract Highly qualified staff) **Strategy's Expected Result/Impact:** TEA Certifications Staff development completion and implementation of training initiatives. Maser teachers providing assistance for other teachers in their strand **Staff Responsible for Monitoring:** Dean of Fine Arts Principal

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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
Strategy 1: GPFAA is determined to continue to grow our teachers and have spaces where they can interact with their students in alternate spaces, The Lab is for academic teachers to use as an alternative learning space. Students can work in small groups, pairs, or individually while their teacher can work with other students in the class at the same time - in small groups to ensure all students are growing. Differentiation is a high level teaching strategy that needs the right resources, time, and space to be effective. The Lab can do this. GPFAA teachers can be retained and continue to grow professionally when given the opportunity to learn new material/strategies as well as have autonomy and creativity within their lessons. We want to continue to seek their input in making our Lab a destination site within the school. **Strategy's Expected Result/Impact:** Training for staff on all new equipment Lesson frames will reflect technology, new teaching strategies, and differentiation are evident Attendance rates increase High Stakes assessment scores increase **Staff Responsible for Monitoring:** Dean of Instruction IMS
Strategy 2 Details
Strategy 2: GPFAA will focus on hiring academic teachers with training in working with GT/Advanced Placement students, differentiation, and bring with them proven results. Fine Arts teachers will need to have proven track records as well as contacts to the large fine art community. Recruiting will take place nation-wide. **Strategy's Expected Result/Impact:** AP scores will continue to climb New courses will be added to the master schedule Improve SAT scores **Staff Responsible for Monitoring:** Dean of Fine Arts

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, 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: PLC feedback, lesson plans, student achievement data

Strategy 1 Details
Strategy 1: Teachers and students having the ability to apply for and get accepted to attend local, state and national conventions to participate and/or present. **Strategy's Expected Result/Impact:** Teacher growth in strategies/content/leadership Students add to their college resume/work applications **Staff Responsible for Monitoring:** Principal

Strategy 2 Details
Strategy 2: Leadership opportunities for master teachers to create and lead staff development for GPFAA teachers. Master teachers will mentor other teachers on topics such as Differentiation, Technology, SAT Prep, and How to leverage small group learning **Strategy's Expected Result/Impact:** Teachers will be engaged in learning as well teaching each other. Building confidence in teachers as leaders. Resulting in higher success rate on high stakes testing. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. 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. (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
Strategy 1: Parents will be invited to participate on the CIC. GPFAA parents will also we be invited to serve on fine arts guilds as well as PTA. All Pro Dads and Project Specific volunteer sign up. **Strategy's Expected Result/Impact:** More positive parent Involvement **Staff Responsible for Monitoring:** Paren Liaison Principal **Title I:** 4.1, 4.2

Strategy 2 Details
Strategy 2: GPFAA needs to increase the number of ways parents can be involved at GPFAA. GPFAA Parents have a wealth of knowledge that could be leveraged to create family events on campus. Creating the new alternative learning space, The Lab, will allow numerous opportunities for parents and students to be involved in evening optional family involvement nights. Parent and students and volunteer to lead creative nights in The Lab. Therefore, parents are move involved and students have more time with their parents. **Strategy's Expected Result/Impact:** More family involvement Stronger relationships between families and GPFAA as well as stronger relationships within the family unit Building a culture of partnership between the school and home **Staff Responsible for Monitoring:** Dean of Fine Arts **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Fine Arts Directors will bring in or visit a minimum of 6 guest/master artists from the community and take students on at least one fine arts experience trip to get out in the community.
Parents will be asked to join these trips

Strategy's Expected Result/Impact: Field trip knowledge
Guest artist consultations will increase performances

Staff Responsible for Monitoring: Dean of Fine Arts
Campus Life

Strategy 4 Details

Strategy 4: Students, Teachers, and Parents will take part in academic and community field trips off campus.
The parents can take part in the academic learning alongside their student in the areas of math, science, social studies, and English/reading.

Strategy's Expected Result/Impact: * Parent involvement increase.
* Parent understanding of the rigorous course work.
* GPFAA's reach in the community increases

Staff Responsible for Monitoring: Campus Life Coordinator
Lead Counselor

Title I:
4.2
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5)

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.

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

Strategy 1 Details
Strategy 1: GPFAA is tackling technology a year at a time where we are going to intentionally get the Promethean Board relics replaced as they die with new Interactive Boards in all academic classrooms. This will alleviate the need for promethean boards, bulbs, and projectors. All teachers already have iPads, Laptops, Apple TVs, Projectors (where needed) and auxiliary cords. This will also ensure better monitoring and cyber safety with the students. **Strategy's Expected Result/Impact:** * Student Cyber Safety * Student Engagement increased therefore, better retention of material - leading to increased scores **Staff Responsible for Monitoring:** IMS

Strategy 2 Details
Strategy 2: All GPFAA administrators will have professional development on instructional technology to be fluent instructional leaders in the building. GPFAA administrators will be equipped with the latest iPads to continue the learning as a designated Apple Distinguished School. **Strategy's Expected Result/Impact:** *Administrators will be Technology Instructional Leaders *Teachers will have multiple people in the building as technology resources **Staff Responsible for Monitoring:** IMS **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: GPFAA will continue to seek "new" types of technology and "new" ways to incorporate technology into all classrooms. We want students to be engaged in all ways from verbal to kinesthetic. We want this technology to give all courses better ways to collaborate. More differentiated instruction with built in incentives - access to technology. **Strategy's Expected Result/Impact:** Highly engaged students. More collaboration between courses/cross-curricular activities. Help restore delayed learning due to Covid years. **Staff Responsible for Monitoring:** Dean of Instruction and IMS

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. 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 5)

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
Strategy 1: GPFAA built an alternative learning space to be used for the Incentive Campaign, Mentoring Program, and Family Involvement. The Lab will include multiple cameras, numerous computers, printers, CNC machine, cruict, 3D printer, etching machine, and button maker, GoPros and Plotter. Students will tackle real-world problems in a unique way while controlling their own learning. The majority of new teaching strategies must be dual-purpose to include new technology. This is a multi-year process for training, building, buying. **Strategy's Expected Result/Impact:** Students will have alternative ways to process new information, problem solve, collaborate, and show their knowledge. **Staff Responsible for Monitoring:** Dean of Fine Arts IMS **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college
Strategy 2 Details
Strategy 2: Campus IMS will present to ALL students at GPFAA a lesson on digital citizenship. Students will be surveyed twice during the year regarding technology and how they use it. **Strategy's Expected Result/Impact:** *Increase in STAAR and EOC student progress performance. Increased rigor in instructional delivery. *Technology professional development strategies implemented. *Students time on task with technology increased. *Students will use technology appropriately *Fewer discipline referrals and after school detentions for inappropriate use of technology *Students will use technology appropriately *Fewer discipline referrals and after school detentions for inappropriate use of technology **Staff Responsible for Monitoring:** IMS Dean of Fine Arts

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

Performance Objective 1: GPFAA 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
Strategy 1: 1) GPFAA will utilize the metal detectors (walk through and wand) at least once a week all school year. Security cameras will be monitored daily in the main office and will be available on all administrators computers. GPFAA has a full-time School Resource Officer, a new walk-through metal detector, and a GPISD drug dog. **Strategy's Expected Result/Impact:** *Safe School *Transparency *Less unresolved discipline issues **Staff Responsible for Monitoring:** Assistant Principal

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

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

High Priority

HB3 Goal

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details
Strategy 1: GPFAA students and teachers will use Smart Pass to help alleviate discipline issues in the halls and to control who is out of class when. **Strategy's Expected Result/Impact:** Students and Teachers will utilize Smart Pass consistently. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.4, 2.5, 2.6

Strategy 2 Details
Strategy 2: GPFAA will have Student and Teacher Awards after every 9 weeks. Students and teachers will be celebrated and have a goal of no discipline referrals and limited absences and tardies. **Strategy's Expected Result/Impact:** Limited referrals and repeat offenders. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.4, 2.5, 2.6

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

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

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
Strategy 1: SEL Lessons will be widely used in GPFAA. GPFAA Counselors will continue to hold small groups. Daily seminar classes will also have SEL lessons from CKH and the district. **Strategy's Expected Result/Impact:** Decrease in discipline as the school year continues on **Staff Responsible for Monitoring:** Counselors, Social Worker and Admin (discipline)
Strategy 2 Details
Strategy 2: GPFAA will being SEL lessons in both of our first year in middle school and first year in high school. Our 6th grade Advisory classes and 9th grade Leadership classes will have even more detailed SEL lessons during these classes. This will allow our students to receive intentional lessons on SEL in both 6th and 9th grade classes. **Strategy's Expected Result/Impact:** More mentoring opportunities, More support for our students socially/emotionally **Staff Responsible for Monitoring:** Social worker, Counselors, Advisory and Leadership Teachers
Strategy 3 Details
Strategy 3: 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. **Strategy's Expected Result/Impact:** Decrease in behavioral and discipline referrals. Support students' overall wellbeing **Staff Responsible for Monitoring:** Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services **Title I:** 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy**

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. 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 7)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

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

Strategy 1 Details
Strategy 1: GPFAA's counselors and social worker will consistently update/train/bring awareness to the GPFAA staff on bullying, suicide, and drug prevention. This will include updating staff on data regarding GPFAA students. **Strategy's Expected Result/Impact:** Give GPFAA teachers awareness in these areas as well as training in how to identify potential behavior patterns. This aligns with GPFAA's commitment to CKH and creating a safe culture. **Staff Responsible for Monitoring:** Lead Counselor

Strategy 2 Details
Strategy 2: GPFAA is a 6th through 12th grade campus and our middle school students need to have a mentor to encourage a strong social-emotional life and the high school kids need the opportunity to lead. Our CKH Leadership classes will build this capacity in our high school students and intentionally equip them to be ready to be a mentor. They will then begin mentoring in the spring. **Strategy's Expected Result/Impact:** More resilient middle school students Stronger high school leaders By product - Less discipline infractions involving the misuse of technology A stronger whole- school culture. **Staff Responsible for Monitoring:** IMS Assistant Principal The Lab Teacher/Coordinator

State Compensatory

Title I

Title I Personnel

Name	Position	Program	FTE

Plan Notes

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Maria Schell	Principal
Paraprofessional	Norma Gonzalez	Campus Secretary
Business Representative	Brandy Elliott	Police Officer GPPD and Parent
Business Representative	Brad Golden	Jostens
Administrator	Cheryl Butterfield	Dean of Instruction
Classroom Teacher	Brooke Potts	Theatre/Elective Director
Parent	Anne-Marie Smith	Parent of 2 GPFAA Students
Classroom Teacher	Lena Rodriguez	Teacher and Parent
Non-classroom Professional	Jessica Smith	IMS
Classroom Teacher	Megan Wiechman	Classroom Teacher
Administrator	Ty Shaw	Dean of Fine Arts
Classroom Teacher	Danielle Sears	lara.sears@gpisd.org