Grand Prairie Independent School District

Grand Prairie Collegiate Institute and Young Women's Leadership Academy at Kennedy

2025-2026 Campus Improvement Plan

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Mission Statement

Our goal is to give scholars in grades 6-12 access to courses in advanced academics, dual credit, CTE (Career and Technical Education), and Advanced Placement with the intent that scholars will complete high school with significant college credits. The college credits earned are through an accredited college partner: two-year community college and/or four-year university.

Vision

The Grand Prairie Collegiate Institute (GPCI) develops 21st-century, scholarly leaders, by providing a rigorous STEM and college readiness environment that promotes lifelong learning and success. *We are what's next!*

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Comprehensive Needs Assessment

Demographics

Summary

Total Population: 424 GPCI, 25 YWLA (We are on the trajectory for growth anticipated through design) ((Total was 2016-17 was 250, 2017-18 was 273, 2018-19 was 280, 2019-20 was 321, 2020-21 was 353, 2021 - 22 was 361, 2022 - 23 was 378, 2023-24 was 387)

6th: Hisp: 62%; White: 5%; African American:19%; Asian 11% 2+: 3%= 65 scholars (Total scholars in 2023-24 was 104)

7th: Hisp: 64%; White: 9%; African American: 22% ; Asian 4%; American Ind.: 2%= 69 (Total Scholars in 2023-24 was 121)

8th: Hisp: 68%; White: 10%; African American: 17%; Asian 5%; 2+: 3%= 120 (Total Scholars in 2023-24 was 65)

9th: Hisp: 55%; White: 9%; African American: 26%; Asian 12%= 35 (Total Scholars in 2023-24 was 54)

10th:Hisp: 66%; White:7%; African American: 15%; Asian 5%; 2+: 8%= 41 (Total Scholars in 2023-24 was 27)

11th Hisp: 52%; White: 15%; African American: 23%; Asian: 12%; 2+: 0%=27 (Total scholars in 2023-24 was 22)

12th:Hisp:629%; White: 10%; African American: 25%; Asian: 4%; 2+;0%= 32 (Total scholars in 2023-24 was 26)

Hispanic: 63%

White: 9%

African American: 20%

Asian: 7%

2+: 2%

Eco Dis: 59%

ELL: 33% campus wide

6th: 37%

7th: 33%

8th: 36%

9th: 34%

10th: 34%

11th: 14%

12th: 19%

GT: 25%

6th grade – 27%

7th grade – 23%

8th grade – 22%

9th grade – 20%

10th grade – 30%

11th grade - 26%

12th grade - 25%

Grand Prairie Collegiate Institute is a district school of choice within GPISD. We offer an accelerated curriculum with emphasis on Advanced Placement and Dual Credit courses to prepare scholars for college and beyond. Approximately one-fourth of our population has been identified as Gifted and Talented and we continuously strive to challenge scholars in every academic area. Our economically disadvantaged population is currently 72%.

Strengths

Approximately one fourth of our total population has been identified as GT and we continuously strive to identify, test and code any scholars showing GT characteristics. ELL represents 33% of our campus. With a 59% economically disadvantaged population, we must continue to evaluate our accessibility and programs to meet the needs of all our learners. To do this we: provide training and implementation of the Three C's, we utilize AVID (Advancement Via Individual Determination) and Kagan strategies to support all content areas. Parent communication is facilitated through the campus website, Canvas, BB Coms, and Facebook.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	GPCI enrollment traditionally declines at the ninth grade level and has since the 2015-2016 school year.	Students withdraw to attend traditional high schools because of extracurricular programs.
2	Girl enrollment in engineering courses decline at the high school level as we provide a limited amount of medical pathways.	Other district schools of choice offer nursing, cosmetology, and medical pathways that are not available at GPCI.
3	Academic growth continues to be a struggle and an area of focus for GPCI/YWLA.	With GPCI's changing demographic, teachers are not adapting and are teaching to the "middle" when they should consistently be teaching to the "high" and scaffolding for the low-middle.
4	Marketing the GPCI/YWLA pathways with a focused need to increase enrollment at the middle and high school level.	Campus enrollment is small (450), and it is a challenge to justify and provide multiple options within the teacher-student ratio.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**

- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: Not applicable to GPCI.

Measurable Objective 2

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: Not applicable to GPCI.

Measurable Objective 3

☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

GPCI will emphasize enhancing student comprehension through dialogue-based activities and increased writing, supported by professional development, one-on-one coaching, and modeling. It also focuses on deepening understanding of standards (SEs) by supporting text internalization within all Professional Learning Communities (PLCs) through active participation, facilitation, and communication. Additionally, the strategy includes coaching and modeling small group instruction to further refine teaching practices.

Strategy's Expected Result/Impact: By June 2026, GPCI will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 34% (from 71% to 95%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: ELA instructors and admin

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Establish clear goals for Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate), and professional development, provide targeted training for staff, ensure consistent implementation with regular monitoring for fidelity, and engage stakeholders through ongoing communication while celebrating successes to maintain momentum.

Strategy's Expected Result/Impact: By June 2026, GPCI will see at least a 10% decrease in in-school suspension (ISS from 26 to 23), Out of school suspension (OSS from 1 to 0), and Disciplinary Alternative Education Program (DAEP from 2 to 1) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Administrators, Counselor, PBIS team

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

GPCI will review Beginning of the Year parent survey responses to design family engagement activities that address the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly report to monitor and assess participation levels.

Strategy's Expected Result/Impact: 100% of GPCI Parents will attend at minimum four parent universities.

Staff Responsible for Monitoring: admin

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

GPCI will track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Create individualized attendance improvement plans for students with chronic absenteeism, and offer attendance recovery opportunities. Establish a process for attendance recovery and appeals, and host monthly recognition initiatives for students with improved or perfect attendance. Develop campaigns that promote staff attendance, and provide access to resources such as transportation assistance, school health services, and counseling for at-risk families. Remind students of individual attendance goals during grade-level chats, and host mandatory parent workshops for families with chronically absent students.

Strategy's Expected Result/Impact: By June 2026, GPCI will elevate ADA numbers by 20% (from % to 95%).

Staff Responsible for Monitoring: Assistant Principal

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

The highest level of college readiness is indicated by students being "test-met" in both Reading and Math on a combination of ACT, SAT, and TSIA2 scores. The goal of GPCI is for every high school scholar to meet this standard.

Strategy's Expected Result/Impact: Class of 2026- currently 58.3%; goal of 88%

Class of 2027- currently 26%; goal of 90%

Class of 2028- currently 3.5%; goal of 93%

Staff Responsible for Monitoring: admin and counselor

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024