Grand Prairie Independent School District

Grand Prairie Fine Arts Academy

2025-2026 Campus Improvement Plan

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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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Comprehensive Needs Assessment

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 884. Our Economic Disadvantaged students make up 55% of the student population. EL is 25% (up from years past) which now counts since we are over 25 tests for state assessments. Our At-Risk population is 32%, GT 22.9%, Male 30.3%, Female 69.6% students. GPFAA students and parents are from all walks of life and socio-economic standings. 17% White, 14.9 African American, 61% Hispanic, 2.3% Asian, 4.3% Two or More. We have 27% ELL, 8.9% 504, and 4.4% 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 4 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 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, Future Music Educators, 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, GPFAA has 5 students on the Mayor's Teen Council, we work with the Salvation Army to ring bells during Christmas, Theatre strand picks up trash on the road, etc
- 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.
- GPFAA is a National Blue Ribbon School, an Arts School Network Exemplary Campus, an Apple Distinguished School, and a National Middle School to Watch.

Strengths

- GT enrollment is 25% which is higher than the state average of 5%.
- All 881 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 IS 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 THREE-TIME 6A State Champions.
- Numerous siblings at GPFAA
- GPFAA staff and students are diverse

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Advertising and Recruiting students from within GPISD as well as outside districts	GPFAA does not have an attendance zone

★ = Priority

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 has been an "A" school since it opened in 2013-2014
- GPFAA earned the designation of Apple Distinguished School. One of 250 in the World
- In 2024-2025 GPFAA had the BEST EOC/STAAR Scores in the District and Exceed the State
    - Below are the results (during school year results)
    - Named National Blue-Ribbon School 2019 – First in Grand Prairie ISD History
        - GPFAA is #185 in the Nation – Ranked by US News and World Report.
        - We have students moving into GPFAA from India, the Ukraine, Turkey as well as many other states.
        - In 2024-2025 GPFAA still held some of the highest scores in the state of Texas for STAAR/EOC.
        - In 2024-2025 we concentrated on improving ACT scores. When the entire nation's scores went down GPFAA's went up or remained constant, which we see as a huge win.
        - 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. Teachers maintain their GT hours and all teachers of Advanced Placement courses and 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.
        - GPFAA is represented by national and state award winning fine art strands - band, vocal music, mariachi, art, theatre, orchestra, dance. Guest Artists Showcases of over 30 guest artists were held at GPFAA and approximately 25 off-campus field experiences.
            - GPFAA is an AP Scholar School
        - Incentives and competitions are created for students, grade levels, and strands to promote student achievement. This year continued 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.
        - 24-25 Seniors starting the year with 68% already meeting CCMR. GPFAA Goal is for all GPFAA students to meet CCMR through ACT 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 ACT training for our teachers and our students throughout this year. We incorporated Mastery Prep Program into daily usage. Our math scores on national exams did increase.
        - 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 in 6th grade.

Strengths

- National Blue- Ribbon High School based on Academic Excellence – Only Blue Ribbon School in GPISD history.
    - We hope to get nominated for the second National Blue Ribbon - January would be the announcement.
- Only 1 student (TOTAL) did not "pass" their EOC in the spring of 2025
- 24-25 GPFAA CCMR was 99%

- 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 - Anything Goes
- All Sophomores took the PSAT in fall of 2024, and All Juniors took the ACT in the Spring 2025
- Number of students earning college credit through the University of Texas on Ramps Program and through AP tests scoring 3, 4, or 5.
- Having high school and middle school students at GPFAA - We get to know our kids in the 7 years we have them.
- Students were able to attend 1416 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 many more cultural celebrations throughout the year and giving opportunities for students to learn more about other cultures.
- Students needing 30 hours of mandatory 1416 tutoring for the results of the 23-24 EOC/STAAR results will get that tutoring this summer if they choose to.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are waiting until their senior year to focus on college and then must fight their "senior-itis" to get it all done. GPFAA must incorporate information and incentive programs to help our students at an earlier age focus on their ACT and AP exams.	Students take their ACT the spring of their Junior. Many students do not take it seriously because they will not start to focus on college and the future until their senior year.
2 ★	Many students skip 7th and 8th grade math and go directly into Algebra as well as much of what are on the norm referenced math assessments - it is material from Alg1, Geometry, Alg 2 - Which students haven't taken in up to 3 years.	Math SAT/ACT/TSIA2 scores are still not at the level GPFAA sets goals to be.

★ = Priority

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. GPFAA teachers continue to be highly sought after to take on instructional leadership positions within the district. All core teachers have completed their 5 Gifted and Talented courses. All staff completed mandatory Safe Schools Training. Staff are Apple Certified Teachers. Appropriate staff attends APSI 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.
- 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. 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 ALEKS and Xello to elevate curriculum in math. All high school students are enrolled in AP, dual credit, and on ramps classes to encourage college level rigor. All high school students utilize Mastery Prep to prepare for SAT, ACT, and TSI courses and exams. 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 Canvas modules using data from MAP, STAAR, interim, teacher developed, PSAT, SAT, ACT, TSI, mock AP exams, AP Classroom exams, and teacher made assessments. Edugence data from tested subjects is utilized to track formative and summative progresses. Teachers analyze the formative 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.
- Building appropriate adult - student relationships through Capturing Kids Hearts and Handprints on Hearts is a foundational piece of GPFAA.
- GPFAA teachers are sought out by the district for training other teachers at other campuses.

Strengths

- Highly qualified teachers 100%
- Mentor program for new teachers
  - 1 New Teacher 25-26 is an alumni from GPFAA
  - 3 New Teacher 25-26 First Year Teachers
  - 2 New Teachers 25-26 more than 3 years experience
  - 1 New Teacher 25-26 Retire/Rehire
- 1 Social worker/ 2 licensed counselor
- Advisory courses for all 6th graders
- Leadership course for all 9th graders
- Handprints on Hearts

- National Forum of Middle Schools to Watch, Advancing the Excellence in Middle School grades
- 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
- Teachers - Laptops, iPads, Smart TVs or Screen with Apple TV
- Academic Workshop 30 minutes per day for additional tutoring built into the dat
- Nearpod certified teachers
- All Core Teachers are GT trained or working on it this year and most fine arts directors
- Safety plans & prevention continual training
- College readiness focus - CCMR and TSI met
- Xello – Students can keep up with their 7-year plans
- College campus visits
- Growing our own leaders
- Guest artists
- Vertically aligned
- High school – Courses 50% fine arts/50% academics
- 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, Salesforce, and MAP
- 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 out of the box
- 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
- All Advanced Academics/DC classes
- Numerous student ran clubs/organizations and honor societies
- All visitors must Raptor to gain access to the building
- All students go through metal detectors and bag check line for safety for all
- Smart Pass is used for all student movement throughout the building (restroom, tutoring, moving to other teachers, etc.)
- Constant communication with parents through multiple platforms, such as Skyward, Canvas, Remind
- Detailed documentation of expectations, due dates, and lessons through Canvas. Students can access whether on or off campus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Not all students would elect to take all advanced academic classes - therefore, incentives and the"why" to take AP/DC/On Ramps classes seriously is essential as well as extra resources are needed for our students.	All GPFAA students are REQUIRED to take all advanced academic classes to include Honors/ Advanced/AP/DC

★ = Priority

Perceptions

Summary

- 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, Costuming 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. Students are on the Mayor's Teen Council and the GPISD Teen Councils.
- 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 24-25 and are scheduled to expand for 25-26. 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.
- Students continue to be prepped for PSAT, NMSQT, ACT, TSIA2, 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.
- 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.
- 25-26 There will be a HUGE kick-off to our All Encompassing CCMR/TSI/Attendance/ TELPAS incentive program!

Strengths

- Earned “National Blue Ribbon” distinction.
- Arts School Network, “National Exemplary Fine Arts Academy”
- AP Honor Roll School
- 100% graduation rate
- Apple Distinguished School
- Forum National Middle School to Watch
- Transparency - Data is up in the Main Halls
- Seniors are highlighted annually - this year all seniors have a replica of a decorated graduation cap
- Teachers present every Wednesday Staff Meetings - Ignite the Learner
- Focus on Creating Moments for Students and Teachers
- Quarterly Student and Staff Awards Plus Woodstock Affirmations - Teacher to Teacher Affirmations
- Social/emotional counselor

- SRO Full-time
- No Cell Phones in 24-25
- Student greeters/ambassadors
- Advanced academics, Dual Credit,
- Cross curricular innovations
- Professional Collaborations
- CKH
- Teacher to teacher mentoring
- Teacher to Student mentoring
- Student led organizations (Thespians, NHS Dance Arts, Art Honor Society.LULAC, Black Student Union)
- 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 - new door stickers
- National Campus Awards displayed in entry hall
- Partnership with Garner Fine Arts Academy and Bowie Fine ARts
- 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 35% 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 – Metal detectors, SRO, Locked Doors, Smart Pass, Raptor Alert
- 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
- 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
- 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	Root Cause
1 ★	GPFAA students must have differentiated instruction to ensure academic growth in all core areas. 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.	GPFAA has been highly successful academically for many years therefore the perception is GPFAA students are smart, and do not need to work hard as it comes easy

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students are waiting until their senior year to focus on college and then must fight their "senior-itis" to get it all done. GPFAA must incorporate information and incentive programs to help our students at an earlier age focus on their ACT and AP exams.	Students take their ACT the spring of their Junior. Many students do not take it seriously because they will not start to focus on college and the future until their senior year.
2 ★	GPFAA students must have differentiated instruction to ensure academic growth in all core areas. 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.	GPFAA has been highly successful academically for many years therefore the perception is GPFAA students are smart, and do not need to work hard as it comes easy
3 ★	Many students skip 7th and 8th grade math and go directly into Algebra as well as much of what are on the norm referenced math assessments - it is material from Alg1, Geometry, Alg 2 - Which students haven't taken in up to 3 years.	Math SAT/ACT/TSIA2 scores are still not at the level GPFAA sets goals to be.

★ = Priority

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: STAAR Reading Data & MAP Data

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: STAAR Math Data & MAP Data

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

GPFAA's 8th Grade Reading results for STAAR in 2024-2025 was 79% Meets and 34% Masters. Therefore, our goals are higher than the district at this time. GPFAA students and teachers are motivated by "winning", but we will incentivize with Recognition Lanyard Pins for Masters and Growth.

Strategy's Expected Result/Impact: 8th grade English STAAR Scores will increase from 34% Masters to 40% Masters - Meet will increase from 79% to 80%.

Staff Responsible for Monitoring: Dean of Instruction

Problem Statements: Perceptions 1

Funding Sources: Differentiated ELA Supplies and Teacher Training 199 - SCE, $2,000

Formative Reviews

Moderate Progress

November	January	March	June

Measurable Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	GPFAA students must have differentiated instruction to ensure academic growth in all core areas. 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.	GPFAA has been highly successful academically for many years therefore the perception is GPFAA students are smart, and do not need to work hard as it comes easy

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

Incorporate an intense incentive program to include recognizing freshmen, sophomores, juniors, and seniors who have met the following milestones: No Discipline referrals All students receive an Extraordinary by Design (GPFAA Vision) Lanyard. Every time a student completes a Milestone (listed above) they receive a Recognition Pin to put on their Lanyard. POSTERS WILL BE UP ALL OVER THE SCHOOL WITH INCENTIVES, PICTURES OF THE PINS, SCORES NEEDED ON THE TSIA2, ACT, AND SAT. (In 26-27 will also incorporate more about AP Scores)

Strategy's Expected Result/Impact: Discipline is reduced for those who are assigned ISS, OSS, AEP

Staff Responsible for Monitoring: Assistant Principal

Funding Sources: Recognition Plans 199 - General Fund, $1,000

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress			
November	January	March	June

Strategy 2

All students who are sent to the office for discipline will meet with a counselor before or after the investigation/meeting with the assistant principal All students who are assigned ISS, OSS, or AEP will be assigned a Handprints on Hearts Teacher Mentor

Strategy's Expected Result/Impact: Students will discipline challenges will not be repeat offenders.

Staff Responsible for Monitoring: Assistant Principal and Social Worker

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Positive reenforcement for students who utilize the Stop It App that leads to creating a safer environment for our school - Through the Stop It App or in person if they choose to identify themselves. They need to know that their See Something Say Something is making a difference.

Strategy's Expected Result/Impact: More students Seeing Something - Saying Something... Results in fewer discipline issues and a safer school

Staff Responsible for Monitoring: Assistant Principal

Funding Sources: Incentive items 199 - General Fund, $1,000

Formative Reviews

Some Progress

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

New PTA Board, Rebranding the PTA this school year, New T-shirts, New push for joining, More on-line meeting so hopefully more parents will get involved.

Strategy's Expected Result/Impact: More parents involved in PTA - which is designed to support teachers and students.

Staff Responsible for Monitoring: Assistant principal

Funding Sources: Printed materials and Marketing Materials 199 - General Fund, $1,000

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Improving Parent Communication 1) Grade Level Emails to parents regarding what the year will be like for their student (what tests they will take, how they can be involved, etc). 2) Monthly Performance Calendar emailed so parents know what is going on in all strands

Strategy's Expected Result/Impact: More parents attending PTA meetings, Guild Meetings, and Performances.

Staff Responsible for Monitoring: Dean of Fine Arts, Dean of Instruction

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Create New Volunteering Opportunities throughout the day 1) Making copies for teachers twice a week 2) Guest Speakers 3) Guest Tutors 4) Field Trip Chaperones 5) More to be determined by CIC

Strategy's Expected Result/Impact: More parent volunteers - other than attending performances.

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

Some Progress

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

1) Incorporate an intense incentive program to include recognizing freshmen, sophomores, juniors, and seniors who have met the following milestones: ATTENDANCE 98% or higher. Every semester a student can earn their Attendance lanyard recognition pin. 2) Attendance Rates will be posted in the Main Hall Weekly - By Grade Level - for a Competition - The grade level who wins the Quarter will earn Ice cream party. But the competition itself will motivate GPFAA students - They love to win.

Strategy's Expected Result/Impact: 95% of students will have a 98% or high attendance rate

Staff Responsible for Monitoring: Assistant principal in charge of Attendance and Attendance Clerk

Funding Sources: Attendance Incentives 199 - General Fund, $3,000

Formative Reviews

Some Progress

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

4 Part Program for All Juniors to be not only CCMR, but also TSI Met by the end of their Junior Year. 1) ACT Mastery Prep online training program for 30 minutes daily in the school day (and on their own at any time) 2) ACT Boot Camp (in person) in February before the school day ACT 3) ACT School Day Test in March 4) Any Juniors who did not Meet Math or English on the ACT will move into TSI Mastery Prep Training and then take the TSI in May.

Strategy's Expected Result/Impact: CCMR Senior Percentage will be 95% of higher and TSI Met Percentage will be 90% or higher.

Staff Responsible for Monitoring: Dean of Instruction, High School Counselor

Problem Statements: Student Learning 1

Funding Sources: Bootcamp Presenters. Teacher Saturday tutoring sessions. Mastery Prep online program. TSI Prep online program. ACT Prep Workbooks 199 - SCE, $2,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Incorporate an intense incentive program to include recognizing freshmen, sophomores, juniors, and seniors who have met the following milestones: Attendance 98% or higher - No Discipline referrals - Test out of TELPAS or Growing a level - STAAR/EOC Masters Level and/or Growth - AP scored 3, 4, or 5 - TSI Met in Math - TSI Met in English - CCMR Met - Student of the Month - Student of Character. All student receive an Extraordinary by Design (GPFAA Vision) Lanyard. Every time a student completes a Milestone (listed above) they receive a Recognition Pin to put on their Lanyard. When a student is TSI Met in Math AND English they receive a Recognition Tee Shirt that says "I am Future Ready @GPFAA" POSTERS WILL BE UP ALL OVER THE SCHOOL WITH INCENTIVES, PICTURES OF THE PINS, SCORES NEEDED ON THE TSIA2, ACT, AND SAT. (In 26-27 will also incorporate more about AP Scores)

Strategy's Expected Result/Impact: CCMR Senior Percentage will be 90% of higher and TSI Met Percentage will be 80% or higher.
Freshmen, Sophomores, and Juniors will be CCMR and TSI Met.

Staff Responsible for Monitoring: Dean of Instruction, Testing Coordinator

Problem Statements: Student Learning 1

Funding Sources: ACT paid for for 9th and 10th graders who are ready and 12th graders who need to retake it. 199 - SCE, $2,000, Lanyards, Recognition Pins, Recognition Tee Shirts 199 - General Fund, $5,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Identify students who are advanced their FRESHMEN year in English and Math - Complete ACT and/or TSI Mastery Prep Programs - Take the TSI and/or ACT their freshman year.

Strategy's Expected Result/Impact: Advanced 9th graders (based on being in Algebra 2 and/or English 2 their 8th grade or freshmen year) earn TSI Met status in Math and/or English

Staff Responsible for Monitoring: Dean of Instruction and Testing Coordinator

Problem Statements: Student Learning 1 - Perceptions 1

Funding Sources: ACT Prep and TSI Prep Online Programs and Incentives and ACT Test Paid for for prepared small group of 9th graders. 199 - General Fund, $2,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 4

SOPHOMORES who test high on the PSAT in the fall will be placed in a small group to prep for and earn TSI Met status in Math and/or English on the ACT or TSI. These sophomores will be placed in an intentional Seminar for 30 minutes a day to prep for the spring ACT.

Strategy's Expected Result/Impact: SOPHOMORES who test high on the PSAT in the fall have the opportunity to prep for and earn TSI Met status in Math and/or English on the ACT or TSI.

Staff Responsible for Monitoring: Dean of Instruction and Testing Coordinator

Problem Statements: Student Learning 1, 2 - Perceptions 1

Funding Sources: Online prep programs for ACT and/or TSI, Workbooks, School Day Test Purchase 199 - SCE, $2,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Moderate Progress

November	January	March	June

Measurable Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are waiting until their senior year to focus on college and then must fight their "senior-itis" to get it all done. GPFAA must incorporate information and incentive programs to help our students at an earlier age focus on their ACT and AP exams.	Students take their ACT the spring of their Junior. Many students do not take it seriously because they will not start to focus on college and the future until their senior year.
2	Many students skip 7th and 8th grade math and go directly into Algebra as well as much of what are on the norm referenced math assessments - it is material from Alg1, Geometry, Alg 2 - Which students haven't taken in up to 3 years.	Math SAT/ACT/TSIA2 scores are still not at the level GPFAA sets goals to be.

Measurable Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	GPFAA students must have differentiated instruction to ensure academic growth in all core areas. 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.	GPFAA has been highly successful academically for many years therefore the perception is GPFAA students are smart, and do not need to work hard as it comes easy

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