

Grand Prairie Independent School District



Grand Prairie High School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

Gophers leading positively to achieve collective success.

Value Statement

Every...

...day is a new day.

...day is one day forward.

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

...thing on purpose because of our purpose.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Areas to Address:

1. ELA I Teacher Efficacy:

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

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

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

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

Demographics

Summary

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

Panorama Data (Spring 2024):

Strengths:

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

Focus Areas:

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

Student Engagement Strengths:

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

Focus Areas:

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

Teaching Staff Overview

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

- **First-year teachers:** 15
- **Five years or less of experience:** 50
- **Five to 10 years of experience:** 38
- **10+ years of experience:** 102

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

Campus Performance:

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

SPECIAL POPULATIONS

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

Strengths

Panorama Data (Spring 2024):

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Student Engagement Strengths:

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Focus Areas:

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- Peer-to-peer support groups
- Student Voice Committee

Family and Community Engagement

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

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

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

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

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

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

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

Subject: Algebra I (Data for 2024)

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

Meets Grade Level:

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

Masters Grade Level:

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

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

Biology I Performance Levels:

1. Approaches Grade Level:

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

2. Meets Grade Level:

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

3. Masters Grade Level:

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

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

English I Performance Levels:

1. Approaches Grade Level:

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

2. Meets Grade Level:

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

3. Masters Grade Level:

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

English II Performance Levels:

1. Approaches Grade Level:

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

2. Meets Grade Level:

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

3. Masters Grade Level:

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

Data Reflection for Grand Prairie High School:

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

1. Approaches Grade Level:

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

2. Meets Grade Level:

- o Number of Students: 168
- o Percentage: 30.3%
- o Sum: 56.6%

3. Masters Grade Level:

- o Number of Students: 145
- o Percentage: 26.3%
- o Sum: 26.3%

Strengths

Data Reflection: Successes & Areas to Address Successes:

1. Collaborative Algebra I Team:

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

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student engagement data in learning.	72% of students think fighting is a major issue at school (more security/ active monitoring from admin team) 55% Students try tobacco, marijuana, alcohol, or other drugs while at school or school-sponsored events 3C's / building relationships with students Student self-efficacy/Change students' mindset
2 ★ Based on student surveys, students say that they want academic classes to be more engaging.	Teacher training on student engagement strategies.
3 ★ Based on state accountability data, GPHS has areas of significant academic needs in all core content areas.	Feeder school performance plays a role. Also, students are slowly recovering from academic losses due to COVID learning restrictions in Spring of 2019 and the 2020-2021 school year. Students are showing academic growth, but we still have areas of academic need.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our at-risk students need encouragement and guidance to help them reach their full academic potential.

At-risk students lack mentoring opportunities and monitoring.

2
★

Based on state accountability data, GPHS has areas of significant academic needs in all core content areas.

Feeder school performance plays a role. Also, students are slowly recovering from academic losses due to COVID learning restrictions in Spring of 2019 and the 2020-2021 school year. Students are showing academic growth, but we still have areas of academic need.

3
★

Student engagement data in learning.

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

4
★

ELA I will focus on teacher efficacy - increase confidence in students' capabilities - high expectations ELA I vacancies - moved 2 experienced ELA II teachers to ELA I Increase Meets and Masters

Teacher vacancies - ELA I & Biology Ineffective interventions High volume of discipline referrals impacted admin instructional focus Low student self-efficacy Classroom management Chronic absenteeism 50%

5
★

Based on student surveys, students say that they want academic classes to be more engaging.

Teacher training on student engagement strategies.

6
★

Student engagement strengths in school programs.

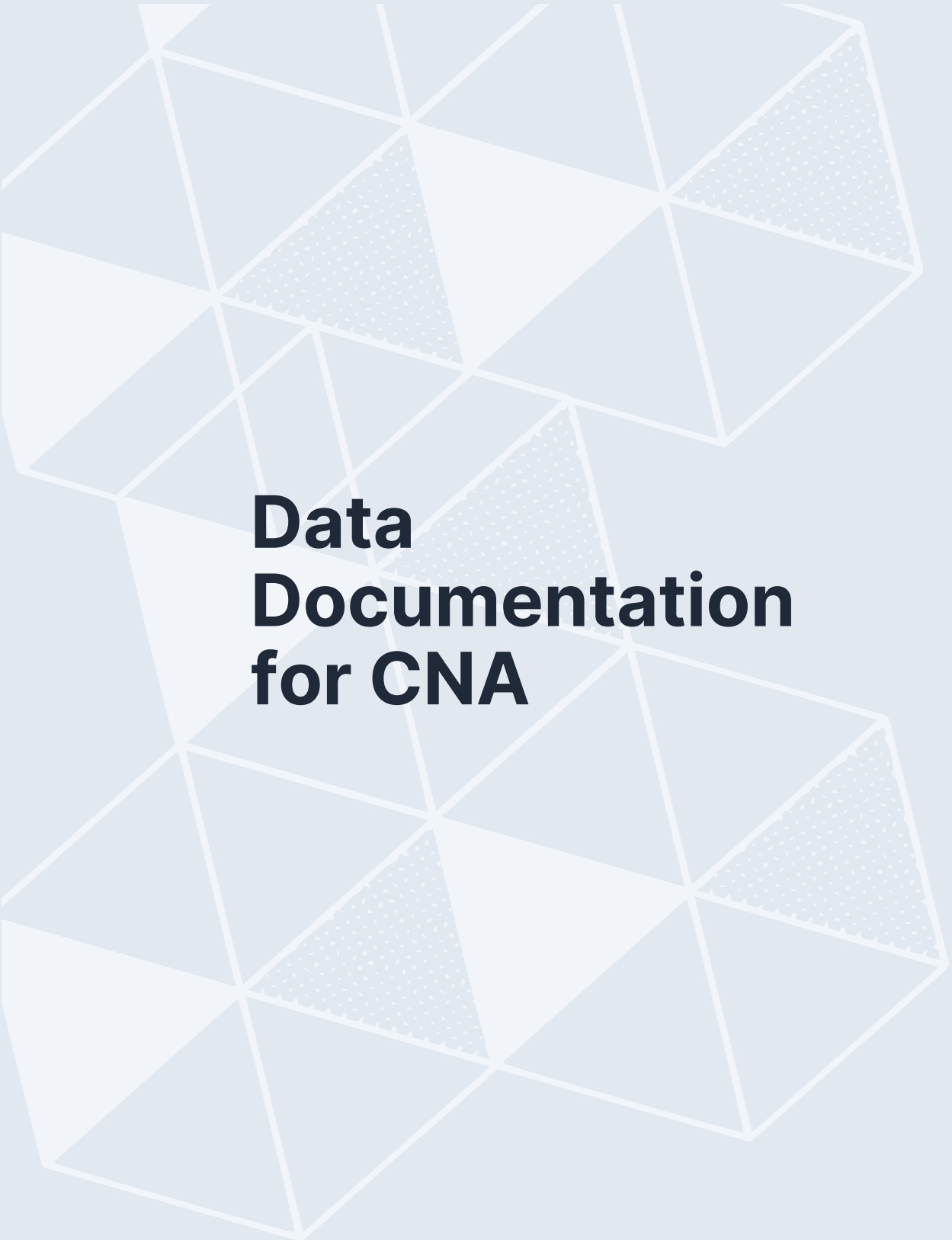
AVID College & Career Center CTE Programs of Study Ethnic Studies Multicultural Events Clubs & Organizations



STUDENT ENGAGEMENT FOCUS AREAS

Improved communication of events and opportunities Peer-to-Peer Support Groups Student voice committee

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data

- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data

- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ 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: 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

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 a core team to oversee the implementation of Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate), provide targeted training on de-escalation and restorative practices, monitor progress through data and feedback, adjust strategies as needed, and maintain regular communication with stakeholders to ensure ongoing support and engagement.

Strategy's Expected Result/Impact: By June 2026, GPHS will see a 5% decrease in in-school suspension (ISS from 1992 to 1892), Out of school suspension (OSS from 200 to 190), and Disciplinary Alternative Education Program (DAEP from 209 to 198) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Formative Reviews

No 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

Grand Prairie High will increase family engagement participation by expanding flexible event scheduling, improving multilingual communication, leveraging technology for virtual participation, and strengthening campus-community partnerships to reduce participation barriers and increase attendance at district and campus events.

Formative Reviews

No 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

Grand Prairie High School will support GPISD's attendance goal by increasing student Average Daily Attendance through consistent monitoring of attendance data, early identification of at-risk students, proactive family communication, and implementation of tiered attendance interventions, contributing to an increase in district ADA from 93.3% to 94% by June 2030.

Formative Reviews

No Progress

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

Grand Prairie High School will increase the percentage of graduates meeting College, Career, and Military Readiness (CCMR) criteria by implementing a comprehensive, campuswide CCMR strategy focused on early student identification, expanded access to college, career, and military pathways, intentional advising, and accurate documentation of CCMR indicators, resulting in an increase from 90% to 95% by August 2030 in alignment with HB 3 accountability standards.

Formative Reviews

No Progress
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