

Grand Prairie Independent School District



South Grand Prairie High School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to create a learning environment that promotes high academic achievement, capitalizes on student career interests and attitudes, prepares students for college, and encourages student involvement in order to produce responsible and successful citizens.

Vision

To equip students with the tools necessary to navigate an ever-changing global society by fostering their desire to pursue lifelong academic, cultural, social-emotional, and technological awareness that extends far beyond the high school experience.

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Comprehensive Needs Assessment

Demographics

Summary

South Grand Prairie High School is a 6-A comprehensive high school that has a culturally and economically diverse population.

South Grand Prairie High School (SGPHS) is a 9-12th grade campus and has approximately 3,400 students. **60.9%** of the students are economically disadvantaged, and **21.4 %** are English Language Learners, and **14.33%** of students who qualify for special education services. We house several levels of specialized SPED services, including CARES, Functional Skills programs, SEA, and 18+. The campus has a mobility rate of **12.2%**. SGPHS has accreditation from the Texas Education Agency with a **grade of 83 - B for the 2025 school year from the TEA. SGPHS earned a distinctions in Academic Achievement in Mathematics, Academic Achievement in Science , & Postsecondary Readiness.** South Grand Prairie High School prides itself on building a deliberate academic plan for all students; developing a campus culture that is committed to closing gaps; and counseling that provides instructional focus to meet student needs. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

The curriculum includes both college preparatory and career-readiness courses. This effort was designed to address preparation for post-secondary studies. SGPHS offers six Programs of Choice: Horticulture, Center for Sports Medicine, Veterinary Studies, Education and Leadership Training, Computer Science, and the SGPHS Early College High School.

We have over 275 staff members who service and support our students. Our teachers have an average of **10.7** years of teaching experience and **7.5** years of experience with the Grand Prairie ISD. All of our teachers hold a Bachelor's degree with **37.5%** hold a Masters, and **3.4%** have their Doctorate. Approximately **46%** of our staff are males and **54%** of our staff are females.

Strengths

We have a rich multicultural student population. We have been successful in identifying our at-risk students that are in need of remediation and support in all content areas using data from sources such as STAAR EOC, Edugence, and Skyward. Our Dean of Academics and Dean of Instruction help identify instructional strategies based on various data sources to address specific needs of students across all content areas.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Students are stating there are needs for growth in the areas of Diversity, Equity, and Inclusion (DEI).	Students have expressed that there are needs to established policies and practices to create a campus atmosphere that affirm, respect, and value the diversity of all SGPHS students.
2 ★ Based state accountability reports, we have areas of significant academic needs in all core areas.	Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

★ = Priority

Student Learning

Summary

Student Learning Summary

South Grand Prairie High School prides itself on building a deliberate academic plan for all students; developing a campus culture that is committed to closing performance gaps; we provide intentional instructional focus to meet student needs. According to our TEA 2024-25 Accountability Summary, South Grand Prairie High School met standard and earned a grade of 83 from the TEA. South Grand Prairie High School received a Distinctions in Academic Readiness in Mathematics, Science & Post-Secondary Readiness.

Strengths

Student Learning Strengths

Through our District's partnership with the University of Texas at Austin, we offer OnRamps courses and have personnel on campus who assist students in navigating the college application and admissions process. Participation in these advanced classes grows each year and is projected to continue to do so. We also offer AVID and SAT prep courses as well as several CTE classes, including seven pathways and several programs of choice. All juniors are SAT tested and all sophomores are PSAT tested. The ASVAB is also given to seniors.

Our strengths in the area of academic achievement lie in the many opportunities we provide all students to be successful in their academic journey. In addition to our advanced placement opportunities we also offer targeted interventions for our at-risk students. Targeted interventions including tutorials, night school for credit recovery, Warrior Academy for grade recovery for the first and third quarters, and APEX. We offer scheduled APEX classes for credit recovery during the normal school day. Counselors run failure reports each quarter and schedule individual face-to-face meetings with each student on the report. Counselors also conduct class chats once a year to monitor student progress and discuss potential obstacles and solutions to graduation. Our Counseling Department uses the XELLO tool so students can explore college and career opportunities and develop a career plan.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students receive a passing grade for a class but fail to earn credit.	Student do not earn credit due to attendance failure and attendance requirements.
2 ★	Based on student surveys, students say that they want for academic classes to be more engaging.	Teachers need training on engagement strategies.
3 ★	Based state accountability reports, we have areas of significant academic needs in all core areas.	Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

★ = Priority

School Processes & Programs

Summary

School Progresses and Programs Summary

At South Grand Prairie High School we pride ourselves in systems thinking and leading by design. Our Professional Learning Communities (PLC's) are scheduled during the school day to provide all state-tested core content teachers the opportunity to collaborate and focus on Vertically and Horizontally Aligned Curriculum and Data-Driven Decisions. All other teachers are required to schedule available time during common planning and after school to collaborate as a PLC.

Our Administrators have implemented a walkthrough and coaching system. This system has intentionally grouped teachers and administrators to appropriate content areas to focus on growth and support. This allows teachers receive professional development throughout the school year to support their individual goals, interests and needs. Teachers receive feedback from walkthrough data compete with refinement and reinforcements. Coaching opportunities and professional development is focused on quality pedagogy and research-based field tested strategies such as critical questions that address data-driven student needs.

Students at SGPHS are challenged to meet their full educational potential by all teachers who focus on the whole student academically and via extracurricular engagement. Teachers utilize best instructional practices they have researched, obtained via professional development and shared by their T-TESS evaluators.

SGPHS is a traditional high school that also offers multiple Programs of Choice options for students (e.g., Center for Sports Medicine, Education and Leadership Training, Veterinary Studies, Computer Programming, and the SGP Early College High School). Shared and distributed leadership within the building allows us to have a highly effective decision-making process and ensures we all take ownership for the success of South Grand Prairie High School.

GPISD is a 1:1 technology school year for most students in elementary and secondary grades. SGPHS has two on-site Instructional Media Specialists and an on-site Instructional Media Aide available to assist with technology issues as well as train staff members on technology-based educational tools to help enhance instruction in the classroom. Our campus technology initiatives are in compliance with the GPISD Technology Plan.

Strengths

Our Progress Monitoring System is instrumental tracking student progress. The system allows us to disaggregate data to determine strengths and weaknesses. One of our key strengths is that we regularly conduct progress monitoring using Formative and Informative Checkpoints and quarterly assessments to help identify the instructional needs of our campus in order to create data-driven lessons and implement effective interventions for students. Our PLC protocol is refined and streamlined to allow teachers the opportunity to collaborate, plan, and analyze student work. District Academic Facilitators support our Principal and Deans by developing and monitoring our Campus Improvement Plan and helping to monitor and support our PLC's. We offer common assessments and resources (e.g., instructional coaching for teachers and differentiated professional development geared toward addressing the needs of individual teachers) to enhance student learning and provide effective research-based strategies to supplement teaching and learning efforts. Ongoing tutoring is offered to students throughout the school year to support extended learning and student mastery. Warrior Academy provides students the opportunity to recover failing grades from the first and third quarter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Our teachers struggle to provide differentiated instruction to all special student population groups.	Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.
2★ Our at-risk students need encouragement and guidance to help them reach their full academic potential.	Our at-risk students lack mentoring opportunities with staff members.

★ = Priority

Perceptions

Summary

Administrators work closely with all stakeholders to facilitate meaningful relationships and partnerships. Parental involvement with our school helps to enhance the learning ability of children and helps parents identify a secure and valuable school community with educational resources. Our booster clubs and parental support for our extracurricular programs help enrich our climate and culture. Parental involvement through the Campus Improvement Committee (CIC) also allows parents the opportunity to have input on campus strategies and offer solutions to help meet the needs of our community. The CIC operates throughout the year in an advisory capacity to help impact the culture and climate of our school community. SGPHS uses the 3 C's & Restorative principles for classroom management and to enhance relational capacity. SGPHS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Based on our TEA 2025 Accountability Summary, we had a 92.4% attendance rate. Our attendance goal is at least 97% attendance. We plan to work towards this goal by promoting student engagement, implementing attendance incentives and contracts.

Strengths

We provide all staff members the opportunity to improve our culture through the creation and implementation of campus committees, clubs, and other organizations. There are numerous clubs and activities available for student participation. Student-led pep rallies and celebration days/weeks are held throughout the year to promote a positive school culture and environment (e.g., Red Ribbon Week, Spirit Week, StuCo Rush Week, Homecoming Week, Breast Cancer Awareness Pep Rally, College Days, etc.).

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ We need to reach 97.2% attendance to reach Q1 based on our TEA campus group.	All students are not connected to the campus or engaged in the learning that is taking place. There are small sectors with lack of parent/student involvement.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Based state accountability reports, we have areas of significant academic needs in all core areas.

Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

2
★

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

Teachers need training on engagement strategies.

3
★

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

Our at-risk students lack mentoring opportunities with staff members.

4
★

We need to reach 97.2% attendance to reach Q1 based on our TEA campus group.

All students are not connected to the campus or engaged in the learning that is taking place. There are small sectors with lack of parent/student involvement.

5
★

Based state accountability reports, we have areas of significant academic needs in all core areas.

Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

6
★

Students are stating there are needs for growth in the areas of Diversity, Equity, and Inclusion (DEI).

Students have expressed that there are needs to established policies and practices to create a campus atmosphere that affirm, respect, and value the diversity of all SGPHS students.



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)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ 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
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions

- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ State-developed online interim assessments
- ☒ 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
- ☒ Violence and/or violence prevention 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
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ 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 Targeted Support Strategy

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: SGP will see a 5% decrease in in-school suspension (ISS from 1454 to 1381), Out of school suspension (OSS from 40 to 38), and Disciplinary Alternative Education Program (DAEP from 172 to 163)

Staff Responsible for Monitoring: Administrators
Social Workers
Counselors
Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2 Targeted Support Strategy

By May 2026, the PBIS/3Cs Core Team will collaborate with Special Education staff to develop and implement at least three tiered behavior supports or classroom strategies specifically designed to improve engagement and self-regulation for SPED/504 students.

Strategy's Expected Result/Impact: By the end of the academic term, 85% of SGP staff will consistently award PBIS points weekly (as verified through the PBIS tracking dashboard or logs). 70% of SGP students will have earned and redeemed points at least once per grading period.

Behavioral referral data will reflect a 15% decrease in minor infractions compared to the Fall 2025 baseline.

Staff Responsible for Monitoring: Administrators
Deans
Teachers
Special Education

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

By March 2026, the PBIS/3Cs Core Team will coordinate with Counseling, Health Science, and Student Services to implement a minimum of four vape prevention and healthy decision-making initiatives (e.g., lessons, campaigns, or peer-led discussions) to reduce incidents of vape-related infractions and promote wellness.

Strategy's Expected Result/Impact: SGP will see a 20% reduction in vape-related incidents or referrals by the end of Spring 2026.

Teacher participation logs and advisory lesson plans reflect implementation.

Staff Responsible for Monitoring: Teachers

Administrators

Deans

Problem Statements: School Processes & Programs 2

TEA Priorities: Connect high school to career and college

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

Formative Reviews

Some Progress

November

January

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June

Strategy 4

By May 2026, the PBIS/3Cs Core Team will design and roll out a campus-wide personal communication device management system, aligned with PBIS expectations and 3Cs (Connect, Community, Celebrate), to reduce classroom distractions and increase on-task engagement. Develop and communicate clear expectations for personal device use (signage, etc).

Strategy's Expected Result/Impact: By Spring 2026, SGP will 5% decrease in personal device-related redirections or referrals.

Walkthrough data reflects consistent teacher enforcement in 90% of observed classrooms.

Staff Responsible for Monitoring: Administrators

Deans

Office Staff

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

November

January

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Strategy 5

To strengthen campus-wide engagement with Positive Behavioral Interventions and Supports (PBIS), the PBIS Core Team will fully implement a points-based incentive system and PBIS Store that recognizes and rewards positive behaviors aligned with the 3Cs (Connect, Community, Celebrate).

Strategy's Expected Result/Impact: By April 2026, 85% of staff will consistently award PBIS points weekly (as verified through the PBIS tracking dashboard or logs). 70% of students will have earned and redeemed points at least once per grading period. Behavioral referral data will reflect a 15% decrease in minor infractions compared to the Fall 2025 baseline.

Staff Responsible for Monitoring: Administrators
Deans

Problem Statements: Demographics 1, 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Measurable Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Students are stating there are needs for growth in the areas of Diversity, Equity, and Inclusion (DEI).	Students have expressed that there are needs to established policies and practices to create a campus atmosphere that affirm, respect, and value the diversity of all SGPHS students.
2 Based state accountability reports, we have areas of significant academic needs in all core areas.	Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

Measurable Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Based on student surveys, students say that they want for academic classes to be more engaging.	Teachers need training on engagement strategies.

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Our at-risk students need encouragement and guidance to help them reach their full academic potential.	Our at-risk students lack mentoring opportunities with staff members.

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

South Grand Prairie will review Beginning of the Year parent survey responses to design family engagement activities that address the specific needs of their families. The campus family engagement liaison will collaborate to increase participation in these events, and submit a monthly report to monitor and assess participation level.

Strategy's Expected Result/Impact: SGP will increase overall family engagement participation by 20%

Staff Responsible for Monitoring: Administrators

Deans

Family Engagement Liasion

Campus Counseling Services

Campus College & Career Staff

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Connect high school to career and college

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

Formative Reviews

Some Progress

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Strategy 2

At SGP High School, we will create and implement a communications strategy aligned with our campus' survey results, which indicated that students prefer Canvas as their primary communication method.

Strategy's Expected Result/Impact: By the end of the academic term, there will be a 3% increase in the number of South Grand Prairie students who report through annual surveys and is delivered through diverse communication methods to give students multiple ways to share their perspectives.

Staff Responsible for Monitoring: Family Engagement Liaison
Administrators

Problem Statements: School Processes & Programs 2

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

January

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June

Strategy 3

To strengthen school-home partnerships and support student success, SGP will implement a structured schedule of family engagement meetings and events (e.g., grade-level parent meetings, academic nights, and student showcases) designed to increase meaningful parent participation and collaboration.

Strategy's Expected Result/Impact: Host a minimum of one parent/family meeting per month per campus focused on academic support, PBIS/SEL, or college and career readiness.

Increase total family engagement participation by 5%

Staff Responsible for Monitoring: Deans
Administrators
Teachers
Family Engagement Liaison

Problem Statements: School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Measurable Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Our at-risk students need encouragement and guidance to help them reach their full academic potential.	Our at-risk students lack mentoring opportunities with staff members.

Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 We need to reach 97.2% attendance to reach Q1 based on our TEA campus group.	All students are not connected to the campus or engaged in the learning that is taking place. There are small sectors with lack of parent/student involvement.

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

SGP 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 the end of the academic term, SGP will increase overall ADA from 92.4% to 96% in order to meet the annual fiscal enrollment and attendance goals.

Staff Responsible for Monitoring: Administrators

Deans

Counselors

Truancy Officers

Attendance Staff

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

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March

June

Strategy 2

SGP complete 100% of the required emergency drills as set by state mandates; complete 100% of weekly door checks with an average of 0% human error; maintain secured exterior doors and locked classroom doors, resulting in zero TEA IDA findings or notations (Phase 1 and Phase 3); All safe and supportive school team members (behavioral threat assessment) have completed mandated BTAM training.

Strategy's Expected Result/Impact: By June 2026, stakeholder's perception of physical and psychological safety on the campus will improve by 10% supporting district attendance goal as students/families will feel safer sending students to school.

Staff Responsible for Monitoring: Administrators

Teachers

School Resource Officers

Campus Security

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

November

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June

Strategy 3

To support GPISD's district goal of increasing overall Average Daily Attendance (ADA), the high school campus will implement a comprehensive attendance improvement plan that includes proactive communication, attendance incentives, and early intervention for at-risk students. Also working with District leadership on using School Status Attend (formally A2A) to catch students before truancy issues accumulate.

Strategy's Expected Result/Impact: By the end of the Academic Term, SGP will ADA from 92.4% to 94%, aligning with the district goal, reduce chronic absenteeism (students missing 10% or more of instructional days) by 10% from the previous year's baseline, conduct monthly attendance meetings to review data, identify patterns, and plan interventions for students with three or more unexcused absences.

Staff Responsible for Monitoring: Administrators
Deans
Attendance Office

Problem Statements: Perceptions 1

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

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

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 6 Problem Statements Identifying Perceptions

Problem Statement		Root Cause
1	We need to reach 97.2% attendance to reach Q1 based on our TEA campus group.	All students are not connected to the campus or engaged in the learning that is taking place. There are small sectors with lack of parent/student involvement.

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

SGP will increase college, career, and military readiness by expanding AP, Dual Credit, and OnRamps enrollment, ensuring each student has a postsecondary plan with access to high-

quality college advising, and promoting career and technical education (CTE) pathways. Additionally, campus staff will strategically plan and implement data- driven interventions using the district CCMR dashboard to ensure each student graduates with one or more CCMR indicators.

Strategy's Expected Result/Impact: For the Class of 2026, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 93% to 95% (HB3 Goal).

Staff Responsible for Monitoring: Administrators
Deans
Counselors

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

South Grand Prairie CTE teachers will commence, manage and track industry-based certifications. South Grand Prairie Deans will work in partnership with the CTE administrative team to strategically design the master schedule to reflect CTE course offerings and coherent sequencing. Campus counselors & deans will enroll students based on student choice and scheduling. SGP administration will work with middle school administration to track, target, and maintain 9th grade feeders (e.g., Warrior Welcome.). Administration will track and monitor progress of industry-based certifications per student.

Strategy's Expected Result/Impact: At the end of the academic term, the percentage of CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3%. (89% to 92%)

Staff Responsible for Monitoring: CTE Teachers
Deans
Counselors
Administrators

Problem Statements: Demographics 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

The SGP high school CTE students and high school CTE teachers will visit middle school campuses monthly to recruit. 8th grade students will be encouraged visit the CTE Exploration Center in October during the 25-26 school year.

Strategy's Expected Result/Impact: CTE elective enrollment will increase by 4% for upcoming freshmen class.

Staff Responsible for Monitoring: CTE Teachers
Administrators
Counselors

Problem Statements: School Processes & Programs 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.

Strategy's Expected Result/Impact: By June 2026, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (27% to 30%).

Staff Responsible for Monitoring: Administrators
Department Chairs
Academic Facilitator
Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 5

South Grand Prairie will expand access to college credit-earning classes for all students, offer dedicated academic support for those enrolled in Dual Credit, OnRamps, and AP courses, and regularly hold information sessions for students and parents to explain the college credit earning process in high school, including the long-term tuition savings, with college representatives invited to these events.

Strategy's Expected Result/Impact: By the end of the academic term, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3%. (27% to 30%)

Staff Responsible for Monitoring: Administrators
Deans
Counselors
Early College

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 6

Use diagnostic assessments at the beginning of the year to identify gaps in knowledge. Implement ongoing progress monitoring and adjust instruction based on real-time data. Tailor instruction to meet the diverse needs of Special Education students, incorporating both small group work and individualized learning plans aligned with their IEPs. Establish dedicated intervention periods or labs focused on math and reading. These labs should offer specialized instruction using evidence-based practices, such as explicit instruction, to address specific learning deficits. Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff.

Strategy's Expected Result/Impact: By June 2026, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4%.

Reading- 39% to 43%

Math- 76% to 80%

Staff Responsible for Monitoring: Teachers
Special Educations Case Managers
Administrators

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 7

The campus will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment. These teams will work to align the curriculum with Advanced Placement (AP), ACT, and Texas Success Initiative (TSI) standards, supported by ongoing professional development and targeted resources. To enhance College, Career, and Military Readiness (CCMR) outcomes, the district will implement evidence-based practices and strategies. Regular data analysis will guide adjustments to these strategies, ensuring continuous improvement and equipping students for success beyond high school.

Strategy's Expected Result/Impact: By the end of the academic term, SGP will increase the percentage of students meeting college readiness standards in both Math and ELA by 3%. (89% to 92%)

Staff Responsible for Monitoring: Deans
Administrators
Counselors

Problem Statements: School Processes & Programs 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 8

The campus will ensure teachers are trained and utilize research-based effective instruction to meet student needs.

Strategy's Expected Result/Impact: By the end of the academic term, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4%
Reading- 58% to 62%
Math- 71% to 75%

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 9

The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.

Strategy's Expected Result/Impact: By the end of the academic term, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3%.
Reading- 59% to 62%
Math- 70% to 73%

Staff Responsible for Monitoring: Deans
Administrators
Academic Facilitators
Department Chairs
Teachers

Problem Statements: Student Learning 2

Funding Sources: 211 - Title 1,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 10

The campus will improve achievement for SPED students by increasing access to rigorous instruction through dialogue-based learning, structured writing tasks, and small-group supports. This will be achieved through targeted PD, coaching, and data-driven planning that ensures mastery of grade-level standards and individualized growth.

Strategy's Expected Result/Impact: By the end of the academic term, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7%
Reading- 39% to 46%
Math- 76% to 83%

Staff Responsible for Monitoring: Deans
Administrators
Department Chairs
Teachers

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 11

To build a schoolwide college- and career-readiness culture, the campus will implement the AVID (Advancement Via Individual Determination) framework across all grade levels and content areas over the next three years. Teachers and staff will be trained and supported in applying AVID instructional strategies, with a focus on WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and relational capacity.

Strategy's Expected Result/Impact: By June 2026, Increase the number of AVID-trained staff from 10% to 40% of instructional personnel.

Ensure that 100% of core content teachers integrate at least one WICOR strategies per unit as evidenced through lesson plans, walkthrough data, or classroom observations.

Staff Responsible for Monitoring: Administrators
Deans
AVID Staff

Problem Statements: School Processes & Programs 2

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

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

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Strategy 12

SGP will include and plan for ELPS in lesson plans

Strategy's Expected Result/Impact: By the end of the academic term, at least 30% ELLs will advance at least one level of TELPAS composite rating.

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: Student Learning 3

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 13

SGP will ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements

Strategy's Expected Result/Impact: All specialized programs staff at SGP will be 100% compliance with the required trainings.

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 14

SGP High School will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and discourse.

Strategy's Expected Result/Impact: The number of students that perform at the Meets or above grade level for Biology EOC will increase by 2%. (53% to 55%)

Staff Responsible for Monitoring: Deans
Administrator
Teachers

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 15

SGPHS will continue with ongoing interventions for students who have not passed EOCs and who are credit deficient. Academic Facilitators will conduct periodic pull-outs for students and support teachers.

Strategy's Expected Result/Impact: Successful completion of EOC graduation requirements for at-risk students.

Staff Responsible for Monitoring: Academic Facilitators
Administrators

Problem Statements: Student Learning 3

Funding Sources: 211 - Title 1,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Measurable Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students are stating there are needs for growth in the areas of Diversity, Equity, and Inclusion (DEI).	Students have expressed that there are needs to established policies and practices to create a campus atmosphere that affirm, respect, and value the diversity of all SGPHS students.

Measurable Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Based on student surveys, students say that they want for academic classes to be more engaging.	Teachers need training on engagement strategies.
3	Based state accountability reports, we have areas of significant academic needs in all core areas.	Students are still recovering academic losses due to COVID learning restrictions from the spring of 2019 and all of the 2020-2021 school years. Students are showing academic growth, but still have areas of academic need.

Measurable Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our at-risk students need encouragement and guidance to help them reach their full academic potential.	Our at-risk students lack mentoring opportunities with staff members.



Priority Focus Area Tables

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	4	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.
1	4	2	By May 2026, the PBIS/3Cs Core Team will collaborate with Special Education staff to develop and implement at least three tiered behavior supports or classroom strategies specifically designed to improve engagement and self-regulation for SPED/504 students.



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