

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet[X] Choice

Name of Principal Dr. Felicia Layne
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Grand Prairie Collegiate Institute
(As it should appear in the official records)

School Mailing Address 1502 College Street
(If address is P.O. Box, also include street address.)

City Grand Prairie State TX Zip Code+4 (9 digits total) 75050-5133

County Dallas County

Telephone (972) 343-3120 Fax (972) 343-3159

Web site/URL https://www.gpisd.org/GrandPrairieCI E-mail leeann.blackburn@gpisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms Linda Ellis E-mail linda.ellis@gpisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grand Prairie Independent School District Tel. (972) 264-6141

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Gloria Carrillo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	41	21	62
7	61	27	88
8	45	29	74
9	30	22	52
10	17	12	29
11	17	18	35
12 or higher	16	5	21
Total Students	227	134	361

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5.5 % Asian
 - 22 % Black or African American
 - 59.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2020	365
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Arabic, French, Yoruba, Vietnamese

English Language Learners (ELL) in the school: 25 %
91 Total number ELL

7. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 211

8. Students receiving special education services with an IEP or 504: 12 %
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>3</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>22</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	98%	97%	98%
High school graduation rate	100%	100%	100%	100%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	16
Enrolled in a 4-year college or university	94%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	6%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Grand Prairie Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Grand Prairie Collegiate Institute is a district charter and school of choice campus. Students in and out of district must apply and be accepted in order to attend GPCI. In-district applicants must have a 95% attendance rate and acceptable discipline record for the year of applying. In addition to the 95% attendance rate and acceptable discipline, out of district applicants must have an average passage rate of 80% in courses and have passed all areas of the State Assessments (STAAR or EOC) in the last administration.

PART III – SCHOOL OVERVIEW

The Grand Prairie Collegiate Institute (GPCI) is a district charter school that provides only advanced, rigorous courses that prepare students for the exciting and demanding fields of engineering, computer science, and biomedical science pathways. The students who are accepted to GPCI have the advantage of small class sizes, school-issued personal technology devices, and a contemporary learning environment. GPCI blends virtual learning with traditional classroom leadership while being exposed to STEM (science, technology, engineering & math) courses and earning significant college credits. GPCI takes a personal approach to create college and career readiness by utilizing strong partnerships between students, parents, colleges, and industry leaders. Our motto is We Are What's Next! GPCI develops 21st-century, scholarly leaders, by providing a rigorous STEM and college readiness environment that promotes lifelong learning and success.

GPCI is located in Grand Prairie, Texas, and is a part of the Grand Prairie Independent School District. GPCI is a Title-I campus that serves over 350 students. The majority of students in the school (59%) are classified as economically disadvantaged and about half (49%) are considered at-risk for school failure. GPCI opened in the Fall of 2013 with students in grades 6-8. Since then, the growth of the campus has expanded to service grades 6-12. GPCI is an open-enrollment school of choice allowing students from within and outside the GPISD attendance boundary. Students apply to attend and come from all over the community, not just the neighborhood; 32% of the students are from out-of-district. Most students who apply and are accepted are like-minded, have an interest in STEM, and are already looking to obtain a competitive edge for their future. GPCI's enrollment processes identify and recruit all populations with special attention afforded to the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state-administered assessment. GPCI enrolls students that are historically underrepresented in college courses. Oftentimes, the students who are accepted will be first-generation college-goers.

The primary focus of GPCI is to give students access to courses in advanced academics, dual credit, career, and technical education (CTE), and Advanced Placement (AP) to prepare them for post-secondary education in a highly competitive STEM environment. The college credits earned are through an accredited college partner: two-year community college and/or four-year university. Strong partnerships and collaboration with post-secondary institutions and industry partners promote a college-going culture and expectation of future success in the workforce. To support a rigorous learning environment, continuous research, intentional program planning, and innovative thinking is utilized to challenge students. Students are placed in a combination of AP courses, dual credit, and career and technical education courses to ensure students are placed in an innovative learning environment suitable to their abilities.

GPCI is a nationally recognized project-based campus. The project-based curriculum is implemented to empower students to succeed in the ever-evolving world of technology. Through the implementation of best practices, GPCI has earned the honor of being named a Project Lead The Way (PLTW) Distinguished High School. Thoughtful planning and collaborating with industry leaders help equip students with 21st-century skills. PLTW provides activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. Through project-based learning, students learn to adapt and excel while also discovering their potential and opportunities. This transformative learning experience comes to life in the classroom. GPCI students prepare themselves for the world past their academics by learning soft skills needed in the workplace, building resumes with effective cover letters to grab the attention of possible employers, and finding themselves seeking out opportunities to apply their skills through internships. Programs are offered to help students take a step further into their educational dreams by aligning middle school Gateway programs with our high school PLTW career pathways. All students explore STEM, college, and career opportunities.

At GPCI it is the belief that all students need access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond. Through our pathways, students develop in-demand, transportable skills such as problem-solving, critical and creative thinking, collaboration, and communication that they will use both in school and for the rest of their lives, on any career path they take. GPCI empowers students to explore career paths, engage in problem-solving and process thinking, develop technical knowledge and skills and build strong communication skills.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At GPCI, the campus philosophy of instruction is advanced in nature. The students participate in courses that are advanced (formerly Pre-AP), Advanced Placement, dual enrollment through University of Texas On Ramps program, or dual credit, almost exclusively. Each of the courses is implemented with a high level of rigor and the teachers have very high standards.

All students take a grade level Advancement Via Individual Determination (AVID) course each year at GPCI from grades 6-12. The students learn study and organizational skills in AVID that empower them to tackle the challenging courses on their course load. The campus AVID coordinator presents a different AVID strategy to the staff every month. The teachers are responsible for implementing the strategy in their classroom and providing evidence in the form of student work. This helps GPCI continue to qualify yearly as an AVID Site of Distinction.

The teachers present students with challenging tasks that grow them and engage them in the learning for their courses. GPCI teachers are well trained in cooperative learning strategies including student grouping and interdependent structures for activities. GPCI teachers utilize these structures to develop interdependence in activities and promote student-centered, impactful learning.

The core teachers at GPCI complete an in-depth data reflection process after each quarterly district assessment. They look at the percentage of their students that achieved each performance level. Teachers are expected to formulate a plan to address gaps in learning for each student expectation on which they were unsuccessful. They list their students who were on the “bubble” for each performance level. Teachers list their students who were unsuccessful on the assessment, and their plan to address their needs. They are asked to write what their incentives are for students. They also engage in goal setting for the next quarter and for the state test.

1b. Reading/English language arts curriculum content, instruction, and assessment:

GPCI Reading/English Language Arts (ELA) curriculum adheres to literacy expectations in the form of Texas Essential Knowledge and Skills (TEKS). Curriculum in each ELA course is designed to develop increasingly complex writing skills to compose narrative, expository, procedural, and persuasive compositions that synthesize learning across grade levels and subject areas. All ELA courses are supplemented with logic, writing, rhetoric, analytics, reading, and semantics to ensure students are prepared for success both inside and outside of the classroom. The goal of the ELA department at GPCI is to provide exposure to and experience with culturally rich and diverse works that promote growth and achievement of students through reading, writing, listening, and speaking at exemplary levels.

GPCI students are required to take at least one ELA course each year in Grades 6-12. Each middle school ELA course, as well as high school courses English I and English II, are only offered as advanced courses. GPCI 8th graders are able to take an ELA placement test to enroll in English I while in middle school. AP Literature and Composition is offered as an upper-level high school course. At the conclusion of each AP course, students are expected to participate in the College Board AP exam, which can earn them college credit. At GPCI students have the opportunity to earn college credit through dual credit courses, in partnership with Dallas College, for English III and English IV. In each aforementioned course, the cornerstone of our literacy approach is to introduce culturally rich and relatable texts for students, in an effort to create connections to content. Text connections to real-world and culturally relevant content aids in comprehension and analysis of text, revealing its historical, local and global impact.

Schoolwide cross-curricular writing initiatives, facilitated through the ELA department incorporate

strategies and responses to continue to deepen a foundation and mastery of written communication. GPCI is committed to routinely and seamlessly promote critical writing to elicit a maximum depth of understanding and foster a preparedness for tasks inside and outside of school.

Each year, middle school students participate in Battle of the Books. The Battle of the Books is a reading competition sponsored by the Instructional Media department and Teaching and Learning. The purpose of this competition is to bring students together to vigorously pursue success through the enjoyment of reading. Competing teams must read five novels and be prepared to answer questions from each novel. This year a GPCI team, Five Fiction, won the competition.

GPCI students have two devices. Using one of their devices, students access a technology application that supports them in organizing essays around research-backed instruction and feedback. The application allows teachers and students access to view work as it is happening. GPCI students have become more purposeful, proficient writers as a result of this tool.

GPCI's approach to advanced curriculum, accelerated instruction, and interactive technology support has contributed to student success. Each year, almost 100% of GPCI students meet or exceed state achievement levels on the State of Texas Assessment of Academic Readiness (STAAR).

1c. Mathematics curriculum content, instruction, and assessment:

GPCI's math department is structured to allow for strong student growth and support. Students participate in Imagine Math online supports that determine individual math gaps, and structure practice to fill in those gaps. They can move forward into on-level lessons, progressing through future lessons. This enables strong students to avoid the typical "busy work" while other students are reviewing lessons. Stronger students can progress to other topics that allow them the opportunity to take math courses at their skill level rather than their grade level. Students can begin Algebra 1 as early as 7th grade, which provides them the opportunity to take AP courses by 10th grade. In this way, even the highest performing students are engaged and challenged by their coursework, and have the opportunity to complete one or more AP math courses including AP Statistics and AP Calculus. Participation in these courses serves to prepare our students for success in the fields of biomedical science and engineering, which are two of GPCI's pathways.

Math classes incorporate both traditional and project-based strategies, allowing all students the opportunity to thrive through a method of learning that meets their individual needs. These projects are delivered through Springboard middle school lessons, high school textbook extensions, and teacher-created materials. The Springboard materials, created by College Board, engage students with real-world applications in order to help them access and comprehend the underlying mathematical concepts. The resulting depth of student learning motivates students to complete their coursework and builds confidence for future high-level math courses.

Many find math to be its own language, making math more difficult, especially for EB learners. The GPCI math department recognizes the importance of subject-specific vocabulary and implements a variety of techniques to ensure students understand and internalize appropriate mathematical terms. By utilizing vocabulary notebooks, on-line vocabulary challenges, and teacher-created video games, students in all grade levels are better equipped to successfully interpret and therefore solve mathematical tasks.

GPCI teachers utilize data from both formative and summative assessments to inform instruction. This allows them to design lessons that target specific student expectations to reduce and close gaps in student learning. Lessons may be then reviewed in a way that was not initially presented in order to help students better understand concepts. Additionally, students maintain a personal progress monitoring form to track their performance and identify both areas of strength and opportunity for growth in each subject quarterly.

Students who are in need of additional support are able to participate in individual tutoring during their advisory period, which is part of their daily schedule. This provides the opportunity for all students to receive the assistance they need regardless of their transportation needs or schedule. Each GPCI math teacher is available during this time to assist any and all students. Teachers utilize tutoring time to provide

individualized interventions. These interventions empower students to strengthen their skills through the use of manipulatives, technology, and other student-centered methods to allow them to grasp and comprehend topics and apply their knowledge and skills to mathematical tasks in a variety of contexts.

1d. Science curriculum content, instruction, and assessment:

GPCI's science curriculum fosters an environment of student learning and growth through rigorous courses. Students have the opportunity to complete a sequence of science courses that includes accelerated, advanced, dual credit, AP courses, and dual enrollment courses.

Middle school teachers are tasked with the responsibility of integrating the concepts from eighth grade science into grades 6 and 7. In this way, eighth grade students are prepared to complete Biology, which is a high school level course. GPCI Biology students participate in a morning intervention program utilizing a digital notebook-based platform. The students meet for 30 minutes during their advisory period to reinforce previously taught concepts. These review lessons are based on data from both classroom and district assessments.

High school students complete a sequence of college-level science courses. On-Ramps Chemistry and Physics Courses present college level assignments with an option for college credit through The University of Texas at Austin. AP Biology offers the opportunity to earn college credit with a passing score on the AP exam. Whether or not they earn college credits, students walk away with valuable lessons, including time management and study skills, that can be applied to future college courses.

GPCI science teachers help accelerate student learning while minimizing learning gaps through a focus on scientific communication. Students are asked to write responses with a focus on delivering the facts about the science topics. Feedback is given to both increase science knowledge and strengthen writing skills. This allows for the use of games such as Quizizz, Legends of Learning, Jenga or even a Lego relay race. Students can see how scientific communication is relevant outside of English class and these activities also help teachers determine any missing skills, which can then be addressed directly in the classroom or through individual tutoring.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

GPCI uses TEKS as a guide for design, delivery, and implementation of history content. Students have required enrollment in one history course in each year of middle school and at least one history course each semester of high school. Courses are vertically aligned within the department to facilitate continuity across the campus in standards, practices, and expectations.

Each member of the department has been trained and certified in design and delivery of advanced course material. Students begin high school with AP Human Geography and progress through AP World History, and AP US History. At GPCI, students have the opportunity to earn college credit via advanced placement exams at the end of each high school class through eleventh grade. Once a senior, students can concurrently enroll in dual credit courses and earn college credit in United States Government and United States Economics as a part of our partnership with Dallas College. Sophomore through senior year, students can choose to take social studies electives through dual credit enrollment in the content areas of psychology, speech, and sociology.

GPCI has just recently added African American and Mexican American studies classes to the social studies course selection. These courses focus on the study of people, places and society from the historical, geographical, and social policy perspectives. Students engage as citizens in classroom activities, school organizations, and civic events to learn the importance of patriotism and citizenship as well as the function of free enterprise and political systems. They also develop the ability to make connections across time periods using primary and secondary sources.

Writing is a critical component incorporated into lesson design and delivery to facilitate critical thinking and

analysis as a transferable skill. Students participate in actual real-world and simulated debates and discussions using technology and hands-on approaches for maximum achievement.

1f. For secondary schools:

All classes at GPCI are advanced and rigorous in nature. Students can begin taking dual credit courses starting in ninth grade. Normally, at a traditional campus, students are not afforded the opportunity to take dual credit courses until the eleventh grade. GPCI has the honor of being named an AVID Schoolwide Site of Distinction. AVID strategies are implemented at every grade level to ensure college preparation. Time management, planning, and note-taking are skills taught in AVID to prepare students for success in high school and college courses.

GPCI offers three CTE pathways, Engineering, Biomedical Science, and Computer Science; a project-based curriculum is utilized in each pathway. The sequence of courses for each pathway begins with an introductory course and culminates with a practicum. In the practicum course, students have an internship with a business and industry partner. Through career and technical education classes, students earn industry certifications. At GPCI, the focus is on four certifications, Occupational Safety and Health Administration (OSHA) 10-hour General Industry, Cyber Safety, Workforce Ready Customer Service, and Career Safe Employability Interview Skills. All certifications and CTE pathways are in alignment with high-skill, high-wage, and high-demand jobs. To prepare every scholar for the world of work, work-based learning is at the helm of their career and technical education experience.

As a T-STEM Academy, a blueprint is followed to ensure the implementation of best practices. Best practices include offering appropriate work-based learning for students at every grade level to provide career awareness, career exploration, and career preparation. Work-based learning is a viable method for helping students meet academic standards. Work-based learning experiences are planned and sequenced to provide multiple learning opportunities for GPCI students. Work-based learning includes but is not limited to facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, internships, mentoring, and apprenticeships. GPCI documents work-based learning experiences with an at-a-glance calendar for accessibility.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

GPCI offers a number of electives along three CTE pathways of Computer Science, Biomedical Science, and Engineering, as well as AVID, Languages Other Than English (LOTE), fine arts, and health/PE in order for students to meet their academic and College, Career, and Military Readiness (CCMR) needs.

Each student is equipped with an iPad and a PC laptop to ensure they always have the most appropriate tool for each course's curriculum as well as being prepared for what their future industry utilizes. Students gain digital citizenship knowledge each year to give them the skills they need to succeed as digital learners, leaders, and citizens. GPCI is recognized as a Common Sense School by Common Sense Media for efforts in teaching students digital citizenship.

Most Fridays students participate in two enrichment activities of their choosing in order to expand their knowledge, skills, hobbies, and experiences. These activities include, but are not limited to coding, sports, theater, e-sports, outdoor fishing and camping, photography, yearbook, green and clean, board games, and creative writing.

GPCI offers a set of robotics courses to students in different pathways to show how robotics are used throughout many industries. These courses help students learn to combine engineering, biomedical, and computer sciences to work towards the future of technology and robotics in these fields and more.

Seniors are given the opportunity to apply what they have been learning in their Practicum class as they gain knowledge in the working world. Students have been involved in fields such as the medical arena, city services, working with younger students to pass on their knowledge, community event planning, and preparation, as well as working in businesses that have effects on community safety. GPCI has developed many different business partners and commits to always growing opportunities and positions for students to gain valuable experience in real-world situations. These partners can range from the City of Grand Prairie, Chamber of Commerce, hospitals, Lockheed Martin, GPISD, and many different small businesses.

All sixth and seventh-grade students are enrolled in a physical education course that is aligned with the state standards for middle school physical education. Each student must complete a foundational physical education course for high school credit in grades 8-12 and demonstrate mastery of the TEKS. This is a state graduation requirement for all students.

Every student takes an AVID course in grades 6-12. As a part of the AVID program, students must be involved in community service projects. Students are encouraged to seek out other students for peer tutorials. Instructors complete monthly AVID professional development in order to learn new teaching strategies and ways to differentiate AVID lessons in order to incorporate all learning styles.

GPCI offers Spanish I, II, and III, AP Spanish Language & Culture, and AP Spanish Literature. For Spanish I, II, and III, we focus on integrating the five C's, which are communication, cultures, connections, comparisons, and communities. The AP courses follow the standards that are provided by College Board.

3. Academic Supports

3a. Students performing below grade level:

The grade continuum of 6-12 is vertically aligned to keep students on track for acceleration and advancement in their coursework. This format enables teachers to support students through advanced academic standards across grade levels. A team of teachers set long-term goals for instruction and build curriculum maps that provide a coherent plan for instruction across content. For example, GPCI Professional Learning Communities (PLCs) are vertically aligned with state-tested math and science teachers meeting in one PLC and state-tested English and Social Studies teachers meeting in another PLC. Teachers meet in these PLCs two times per week to ensure essential concepts and skills are identified and addressed for each subject and each student.

GPCI also incorporates two programs during the school day to prevent students from falling behind. These programs are AVID and advisory. Note-taking, studying, and organizing assignments are taught through AVID so that students can be successful. Students also participate in an advisory which is held at the beginning of each school day. Advisory gives students time to meet with teachers in a one-on-one or small group setting for reteach purposes or to clarify any gaps in learning.

For those students who may start falling behind, GPCI's school counselor will meet with each of those students to set academic goals. The school counselor reviews grades and develops strategies and goals for success. As a part of GPCI's Four Party Contract, teachers and administrators will hold student reviews with parents to discuss further interventions. GPCI also has a math interventionist and ELA interventionist on staff to provide further one-on-one or small group assistance as needed. These small groups are identified through a universal screener that is utilized at the beginning, middle, and end of each school year to help identify learning gaps and additional growth opportunities.

3b. Students performing above grade level:

GPCI's vision and mission statements are the driving force for all students to perform above grade level. All students participate in advanced academics for middle school courses and dual credit and AP for high school levels. Seventh graders are given the opportunity to participate in high school level Algebra I and eighth-graders are given the opportunity to participate in high school level English I. All eighth graders begin high school level classes by taking high school biology. All ninth graders begin taking college level courses with

AP Human Geography and dual credit Appreciation in Art or Music. Students also partake in STEM courses through a project based curriculum which also provides opportunities for college credit.

GPCI strives to have all students earn significant college credits through two-year community college and four-year university partners. To meet this goal and to maintain above grade level performance, GPCI provides small class sizes, two school-issued personal technology devices, and a contemporary learning environment which includes blended classroom style learning. GPCI strives to maintain rigorous courses and maintain a high level of expectation. When the bar is held high, students will strive and rise to that bar.

Of course, to maintain a high level of expectation, teachers must be fully qualified and trained. To do this, teachers are provided staff development from various vendors who provide cooperative structures, social-emotional techniques, and dual credit and project-based pedagogy. Ongoing staff development is also provided during PLCs and weekly staff meetings.

AVID and advisory are both vital resources for students who perform above grade level to be successful. They provide the tools and the time for students to organize their assignments, become self-advocates, and set goals. These two programs allow students to maintain a high level of expectation for themselves.

3c. Special education:

Though GPCI is a school of choice and provides rigorous coursework, students receiving services through special education are successful. Student success is ensured by providing a free and appropriate public education through a continuum of services to maximize each student's academic and functional abilities. GPCI provides intentional leadership that benefits student achievement. Educational services and supports are provided that allow students to thrive in both their rigorous high school coursework and in their postsecondary endeavors. GPCI provides inclusion and case manager support for special education needs based on the development of each Functional Individual Evaluation (FIE). Services are also provided in the areas of speech, dyslexia, and school psychology.

During advisory, dyslexic students receive instruction through the Multisensory Teaching Approach (MTA). MTA is an alternative language arts program specifically designed for students experiencing serious reading difficulty. This program has been extremely beneficial with our students. They begin needing accommodations using text to speech software and extended time. By the end of the program, students become completely self-sufficient and are no longer in need of these accommodations.

To ensure that needs are met with all students, GPCI utilizes the Child Find Process—either through teacher referrals or at parent requests. A universal screener is utilized at the beginning, middle and end of each school year to help identify students who may need response to intervention (RTI) and possibly 504 or SPED services. An FIE is then developed in which a committee of teachers, students, parents, and administrators decide on needed services and classroom accommodations. Teachers will then adjust and scaffold their instruction as required by the FIE. As mentioned previously, AVID, advisory, cooperative structures, and character-based curriculum are all GPCI embedded strategies that also help the special education population to be successful and to strive in such a rigorous program.

3d. English Language Learners, if a special program or intervention is offered:

Twenty-six percent of GPCI students are EB learners. GPCI ensures student achievement through rigorous academic opportunities by providing research-based best practices for EB learners that value their linguistic, academic, and cultural experiences. GPCI's methodology focuses on delivering rigorous instruction in all the content areas through sheltered instruction that promotes language acquisition while developing the content knowledge base. In addition, educators implement the English Language Proficiency Standards (ELPS) in all content areas to facilitate increased English proficiency while building academic language. Teachers are required to include ELPS in each of their lesson frames.

Within core classes, GPCI teachers utilize a web base language reading program. Through this program, teachers have key data needed to meet diverse program requirements in one conclusive database. Teachers

of every subject are empowered through this database to differentiate instruction for EB learners with skill and confidence while engaging all students in sound pedagogical practices. This program also prepares EB learners to understand in-class instruction by teaching them the academic language they must know to access rigorous content for each course.

GPCI strives to have all teachers earn their certification in English as a Second Language (ESL). Each ELA teacher on campus is ESL certified. PLC time is periodically used to invite district strategists to work directly with our ELA teachers on best practices and strategies for our EB learners. One teacher on the campus is designated as the Secondary ESL Lead Teacher. They serve as a level of campus support for all teachers to create a streamlined system that encompasses best practices for EB learners as well as disseminating information to ESL campus staff. Having teachers with their ESL certification, along with support from the district and the campus ESL lead teacher ensures that all EB learners are receiving the most effective instruction to be successful.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

GPCI provides resources and support to our migrant, homeless and lower socioeconomic status families, and students through the Grand Prairie Independent School District's social worker hub. The GPCI school counselor, administration, and teachers identify students and families in need through a variety of ways. The counselor then refers them to the social work hub and brings tangible items needed back to the student or delivers them to the families. The social work hub also connects the families to a variety of agencies and community resources depending on their individual needs.

GPCI works with the Connections Program in GPISD to provide academic and social/emotional support for students identified as homeless. This program is a joint effort between the City of Grand Prairie and Grand Prairie ISD and provides resources and services from Grand Prairie United Charities, the City of Grand Prairie, North Texas Food Bank, Brighter Tomorrows Shelter, and other social service providers "connected" to assist students and families in Grand Prairie.

There are also resources provided at the campus level. Some of those resources include a hygiene drive, free school supplies every year for students, and an opportunity to purchase gently used school uniforms at a discount.

For low socioeconomic students, families complete an application for free or reduced lunch. Once approved, students are welcome to partake in daily lunches at free or reduced prices. Free breakfast is provided to all students each morning. Also, to help with costs, the school or district pays for all expenses of college level courses, such as the Texas Success Initiative Assessment (TSIA), dual credit tuition, dual credit textbooks, and AP exams. All students take a test from the PSAT suite of assessments once per year in grades eight through ten and the SAT exam in eleventh grade. All these programs are provided with the intent to help all students be successful.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At GPCI the goal is to provide students with the tools and resources necessary to be personally, socially, and academically successful during their time at GPCI, in college and beyond. This is accomplished by creating a culture that is accepting and inviting to all students.

GPCI students across all grades are able to interact and support each other on a daily basis. The daily interactions happen in a myriad of ways. These ways include kindness crew, Skills USA, Theater, and CTE-based competition teams. The SkillsUSA competitions give the students an opportunity to cultivate skills that are relevant to a plethora of jobs and careers that align with their future goals. These competitions include medical terminology, computer programming, and engineering technology design. Each semester, the students are allowed to pick two of their own enrichment activities that they lead, and the teacher facilitates. The enrichment activities allow them to discuss and explore topics typically offered at traditional high schools with their peers who share the same interests.

To continue to foster positive interactions throughout the school, guidance lessons and resources related to life skills and social emotional growth are provided. GPCI implements a wide variety of preventative social programs relating to substance abuse, suicide, bullying and teen dating violence prevention are provided throughout the school year. Students learn and practice the skills to ensure the school climate at GPCI is positive and fosters a healthy environment. An example of this is the “Start with Hello” program. When a student sees another student sitting alone or looks withdrawn, they go up to them, say ‘hello’, and ask if they are okay and let them know they are there for them.

The on-line college and career platform used is another method for fostering student involvement and a culture of college readiness. This platform assists students in figuring out their interests and strengths. Based on those results, it further helps them hone their career and college options. This information is also used to help build students’ schedules and provide them with opportunities to deepen their interests and strengths.

During the height of the pandemic, GPCI provided students with a variety of virtual social emotional support activities and resources. The school counselor provided virtual individual counseling sessions and weekly lunch bunch sessions for students to eat lunch together. Social emotional guidance lessons were provided to students weekly and they were able to contact the counselor through a google voice number for extra support.

2. Engaging Families and Community:

GPCI engages family and community to collaboratively advise and evaluate our effectiveness and programs through our Campus Improvement Committee (CIC)/ Texas Science Technology, Engineering & Mathematics (T-STEM) Advisory Committee. The advisory board meets each quarter. GPCI has long and rich business and industry partnerships with Lockheed Martin Missile and Fire Control and Girls Inc. Our strongest and most successful partnership is with Lockheed Martin. Since 2013, Lockheed Martin has supported the campus STEM initiatives through financial support, hands-on mentors, and training for scholars. As a result of this support, the campus is able to offer PLTW and continue the RV-12 plane build, “Project Air: GPCI.” In addition, GPCI students are the first high school students to receive paid internships at Lockheed Martin. Students report to their internship three days a week. Lockheed Martin's worksite supervisors provide projects, support, and guidance for interns.

Through the partnership with Lockheed Martin, they provide support for student activities, competitions, and special invitations. In addition, Lockheed Martin hosts the Hispanic Organization of Leadership Association (HOLA) STEM Event at GPCI. HOLA sends multiple engineers to speak with students and conduct a STEM project with them. Lockheed Martin engineers mentor and support students through any HOLA projects. Each year, GPCI has multiple teams participate in Code Quest. Code Quest is an annual computer programming competition where teams of 2-3 high school students each work together for 2.5

hours to solve problems by using JAVA, Python, VB.net, C#, and/or C++ programming to complete the "quest." In recognition of National Engineers Week, each year, GPCI receives a special invitation from Lockheed Martin to participate in Engineers Week. Students learn about opportunities in engineering, math, science, and many of the amazing things engineers do every day to make the world a better place. The Lockheed Martin Grand Prairie facility tour features engineering test projects, manufacturing processes, product demonstrations, and interaction with current employees. The tour is designed to pique the interest of students and demonstrate applications of math and science concepts.

Girls Inc. provides female students with enjoyable, instructive, life-changing programs and experiences that equip students to overcome serious barriers to healthy living, academic enrichment, and life skills. They provide mentors and well-trained adult staff to expose students to motivating, interactive experiences to develop and promote girls' strengths. Girls Inc. delivers a leadership curriculum to students at least once a month during Friday enrichment activities.

3. Creating Professional Culture:

At GPCI, teachers are understood to be the most valuable resource in creating a rich, dynamic learning environment for students. A particularly effective approach to leadership and teacher satisfaction that has been a focus this year is intentionally building relationships and trust with the staff. There is great intentionality put into showing the teachers they are valued in little ways like providing snacks and jeans days. These were instituted in part to show teachers extra value during last year's challenging hybrid instructional model. The teachers' time is valued by holding an asynchronous staff meeting each month and providing time for documentation in lieu of a staff meeting each month, as well.

Teachers are also shown value and support through the Texas Teacher Evaluation and Support System (T-TESS) observation and coaching cycle. The cycle consists of multiple elements: feedback collected during short observations or "walkthroughs"; feedback from two period length observations; a pre-conference before the observation; and a post-conference after the observation to share feedback, provide opportunities for reflection, and provide coaching for growth. This year, peer observations have been implemented at GPCI. A teacher and an area of growth for them is identified. A teacher who is strong in that area is also identified. The teacher observing is relieved of their class by their evaluator for a thirty minute observation focused on that area. Teachers are also provided professional development opportunities during staff meetings, by the district, and through outside companies. GPCI teachers have learned cooperative structures, data analysis, social and emotional techniques, and have gained pedagogical expertise to successfully implement best practices to maintain a high-level academic culture. This has improved the professional culture at GPCI and has been crucial to maintaining a high level of success in academics, extra-curricular activities, and social and emotional well-being among the students and staff.

GPCI core subject teachers are expected to reflect on their quarterly assessment data and complete a data sheet. They meet with administration to debrief. Data talks consist of sharing coaching tips, data analysis strategies, instructional suggestions based on the data, and applicable reports or tools. Meetings are always closed by asking the teacher what administration can do for them.

Finally, teachers are shown value and support through PLC. Twelve of GPCI's twenty-four teachers participate in a PLC. This is time set aside for administration and district personnel to provide professional development in the areas of lesson planning, analyzing standards, strategies for working with emerging bilinguals (EB), among others.

4. School Leadership:

One of GPCI's mantras is "Dream Big". There is a high expectation that all students, not only succeed, but are encouraged to dream beyond what they can even imagine is possible. As a leadership team, there is a strong belief that, "Teamwork makes the Dream Big work". The chancellor is the campus leader and ultimately makes the final decisions but understands that this important work takes a collective effort to accomplish the goal of student success and welcomes insight and input from all stakeholders. Though the core leadership team consists of the chancellor, dean, assistant principal, STEM administrator, school

counselor, and school secretary, the campus success would be limited without the leadership contributions of students, teachers, and community members.

Developing students to become the next generation of leaders and world changers is at the heart of the work and decisions that are made at GPCI. Students are empowered to lead on campus and at the district and state levels. On campus students are responsible for hanging and lowering of the flag daily, morning announcements, campus presentations, and serving as student ambassadors. At the district level, students serve on the Student Leadership Team (SLT) through SkillsUSA. Students are vital in the decision-making process by voicing their needs and desires in campus programming in order to make changes.

Many of GPCI's teachers have multiple courses they teach in addition to serving in a leadership capacity. Some of the leadership roles that teachers are asked to serve include department chair, committee lead or member, AVID coordinator, and club/organization sponsor. It is through the Instructional Leadership Team (ILT), PLC, and CIC that teachers are able to contribute to the instructional decisions happening at GPCI.

In addition to students and teachers, other key stakeholders who are invited to table are parents and community members. To assist with student achievement the campus level committee helps to develop, review and revise the campus improvement plan which supports the campus educational goals and objectives. This committee, along with administration, meets each quarter to plan campus initiatives, discuss campus goals and progress, and share ways that collaboration can benefit students.

Lastly, the campus leadership team is an effective team and has garnered continuity after remaining a cohesive body for the last three years. This team meets weekly to discuss instruction and safety, review campus data, and plan for upcoming events and day-to-day operations. Members of this team bring a different and unique perspective which is respected and valued.

5. Culturally Responsive Teaching and Learning:

The GPCI classroom and hallways reflect students of varying races, cultures, and socioeconomic status. Therefore, GPCI strives for culturally responsive teaching, learning and support.

In the classroom, GPCI instruction incorporates and builds upon individual experiences and prior knowledge which allows for culturally responsive learning. Teachers use the 5E model in their instruction. The five phases of this model are Engage, Explore, Explain, Elaborate, and Evaluate. In each of these phases, students are encouraged to draw on their prior knowledge and experiences. Cooperative structures are integrated into the five phases to create opportunities for student discussion and discourse related to knowledge and experiences. Teachers are encouraged to tie lessons from the curriculum to the students' social communities to make it more contextual and relevant.

GPCI also utilizes a character-based program to be culturally responsive. This program encourages teachers to build relationships with their students. They build these relationships to ensure students feel respected, valued, and seen for who they are.

Throughout the year GPCI has recognized several cultural groups represented on the campus such as celebrations in honor of Hispanic, African American, and Asian American and Pacific Islander cultures. Various activities have taken place on campus, such as presentations of historical figures from multiple cultures, morning announcements and cultural dress-up days.

On Friday afternoons, students participate in enrichment activities. Students are allowed to create and choose their own enrichment activity to promote diversity and choices. One such enrichment activity is World Cultures. In World Cultures students learn about cultures from around the world. They explore things such as dress, communication, food, media, and so much more. Activities include small crafts, show and tell, class discussions and cultural games.

GPCI also has built in an elective course—Mexican American Studies. In this course students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an

interdisciplinary perspective.

To meet the needs of its families, GPCI has hired Spanish speaking front office personnel to answer questions and be of help to Spanish speaking parents. GPCI also has a Family Engagement Liaison on staff to help facilitate meaningful parental involvement in the school, enhance the learning ability of students, and help parents identify and secure valuable community and educational resources. The liaison also coordinates and implements outreach to families which includes home visits and coordinates and presents parent workshops.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

College Readiness has been the centralized focus at GPCI since its inception in 2013. Over the past five years there has been a 100% campus graduation rate, whereas; many first-generation students go on to attend a 4-year university or college. It is immensely important that students are equipped with all the necessary tools in order to be successful at the post-secondary level. The rigorous course offerings at GPCI has proven to be instrumental in this process.

Students are only provided advanced, AP, dual credit, dual enrollment, concurrent and rigorous pathway courses. Students begin taking college courses in the 9th grade as opposed to the 11th grade at a traditional school. Due to the pandemic, most dual credit courses are provided on-line. In order to support students, they are placed in a dual-credit lab with a campus teacher to assist them. Though students do not receive an associate degree, they do however earn a significant amount of college credits.

AVID has also played a huge role in the success of students navigating campus and college courses. GPCI is an AVID Schoolwide Site of Distinction. Schoolwide Site of Distinction is the highest rating that a school can achieve within the AVID certification continuum and demonstrates a schools' outstanding commitment to their students by ensuring equity and opportunity for all, providing rigorous academic opportunities and implementing superb instructional practices to ensure success for first-generation college students.

GPCI students have the advantage of taking pathway courses to prepare them for exciting and demanding fields within engineering, computer science and biomedical science. Students can begin taking pathways courses starting in middle school to help acclimate them prior to making a selection in high school. The culminating pathway course is practicum. Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous courses within a professional, working environment. Students have the opportunity to enjoy both paid and unpaid internships with the city of Grand Prairie, Lockheed Martin, and Pavecon just to name a few.

Year after year, former students return to GPCI to share with current students and staff how GPCI prepared them for post-secondary education. They believe the rigor and exposure of college courses while in high school, coupled with the expertise of teachers, positioned them to navigate college with a greater ease and success.