

Campus Improvement Committee (CIC)

Meeting Agenda

School: School for the Highly Gifted

Date: 1/11/24

Time: 4:30-5:30 PM

Location: School for the Highly Gifted (Zoom)

AGENDA ITEMS:

I. January Formative Review

Discussion:

- Reviews will be conducted and updated by teams
 - o G= Goal
 - o PO= Performance Objective

II. Formulation of Strategies for Performance Objectives or other revisions (if Needed)

III. Campus Improvement Plan Self-Audit

IV. Review of Meeting Minutes

Next meeting will be Thursday, March 7, 2023. In February, I will send you a copy of a parent survey to help revise.

Group #1 Rodriguez/Lupton

Goals 4/5, all POs

Group #2 Munoz/Cook

Goals 2/3, all POs

Group #3 Granby/Allen/Moore

Goal 1, PO 4-5

Group #4 Davison/Quicians

Goal 1, PO 1-3

Campus Improvement Committee Roster/Signature Sheet
2023-2024 School Year Meeting Date: 1-11-24

Campus: School for the Highly Gifted

Headmaster: Candis Jones

= Present
on Zoom

ROLE <i>(BQB Designation)</i>	Year	Signature NAME
District Professional Director of Advanced Academics	7	Tina Moore
Professional (not classroom teacher)	4	Rebekah Granby
GT Teacher	2	Kandice Rodriguez
Classroom Teacher	2	Matthew Davison
Classroom Teacher	2	Janet Munoz
Classroom Teacher	1	Alex Quicano
Classroom Teacher	2	Keiohna Allen
Classroom Teacher	2	Stephanie Peppers <i>OUT</i>
Campus Administration (Headmaster)	5	Candis Jones
Business Partner NFTE	3	Trish McKeel <i>OUT</i>
Business Partner Lockheed Martin	3	Patrick McMahan <i>OUT</i>
Community Representative	3	Bobbyetta Johnson <i>OUT</i>
Community Representative Advanced Academics Facilitator	2	Madeline Lupton
PTA Parent	1	Danielle Emrich <i>OUT</i>

PTA Parent	3	Destari Ewert <i>OUT</i>
Parent	1	Andrea Cook
Parent	1	April Gholston <i>OUT</i>
Paraprofessional	1	Celine Baca

Grand Prairie Independent School District

School for the Highly Gifted

2023-2024 Formative Review

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

To recognize, nurture, and develop highly gifted young people to become life-long scholars and leaders by providing an appropriately challenging and supportive academic environment which focuses on the joy of learning and the responsibility for bringing positive change to the world

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Goals







Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

High Priority

HB3 Goal

Evaluation Data Sources: DIstrict Data Sources and State Accountability Ratings and Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction will address academic gaps for struggling and at-risk students.</p> <p>Strategy's Expected Result/Impact: Students will maintain or attain post-secondary and mastery levels of achievement in each subject.</p> <p>Staff Responsible for Monitoring: Headmaster Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with parents and students a minimum of three times a year to revisit individual learning plans, formative data, and implementation of action plans.</p> <p>Strategy's Expected Result/Impact: Individualize instruction for each student in the school</p> <p>Staff Responsible for Monitoring: Headmaster Facilitator Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a variety of progress monitoring programs to develop recurring campus-wide, formal data meetings to drive adjustments to students' individual learning plans</p> <p>Strategy's Expected Result/Impact: Make instructional decisions for each student based on current, formative data</p> <p>Staff Responsible for Monitoring: Headmaster Facilitator Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will regularly meet with the Headmaster and each other to discuss alignment and design of lessons. Strategy's Expected Result/Impact: Proper lesson alignment and design will maximize student achievement and growth. Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Daily attendance and tardiness will be monitored. Excessive absences and tardiness will meet with the campus leadership team to develop a plan for students to be in class on time. Strategy's Expected Result/Impact: Increased home communication and problem-solving should increase daily attendance rate. Staff Responsible for Monitoring: Headmaster Administrative Assistant Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: SHG will continue to offer attendance incentives to support GPISD's Every Child, Every Seat, Every Day initiative. Strategy's Expected Result/Impact: Increase student awareness of the importance of attending school each day to maximize learning opportunities. Staff Responsible for Monitoring: Headmaster Administrative Assistant Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Classroom teachers will work with the Headmaster to identify at-risk students in order to provide appropriate services. Strategy's Expected Result/Impact: Early identification will allow for early intervention mediating the impact of the at-risk factors Staff Responsible for Monitoring: Headmaster Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Since the school does not have a PK or Kindergarten program, the School for the Highly Gifted front office staff will attend yearly training to stay up to date on PK and Kinder enrollment procedures to ensure that parent questions are answered accurately at the school.</p> <p>Strategy's Expected Result/Impact: Accurate communication regarding procedures</p> <p>Staff Responsible for Monitoring: Headmaster Administrative Assistant</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	50%		
<p style="text-align: center;"> 0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue </p>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.









Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Advanced (formerly PAP) and High School-Credit Courses in middle school to prepare students for AP coursework.</p> <p>Strategy's Expected Result/Impact: Increase in the middle school students' post-secondary readiness and mastery levels across subject areas.</p> <p>Staff Responsible for Monitoring: Headmaster Advanced Course Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	65%		










Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and monitor the effectiveness of the entrepreneurship program in promoting career readiness and providing context for real world connections.</p> <p>Strategy's Expected Result/Impact: Motivate students to apply academic knowledge to real-world context while increasing career readiness levels.</p> <p>Staff Responsible for Monitoring: Headmaster Facilitator Secondary Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Elementary and middle school classes will host a variety of guest speakers/lecturers to expose students to a wide variety of college and career areas (at least one per nine weeks).</p> <p>Strategy's Expected Result/Impact: These opportunities will help develop and strengthen students' areas of passion.</p> <p>Staff Responsible for Monitoring: Headmaster Counselor Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in College & Career Activities such as: GenTX Week in November, explore the Xello Career Program, participate in a Peer-to-Peer Career Fair, & Job Shadowing Opportunities.</p> <p>Strategy's Expected Result/Impact: These College & Career Activities will introduce students to careers, allow them to explore their interests, assist with clarifying steps needed to take on the path to college and career education, from taking the right classes and tests, to applying to colleges, and introducing them to the job application process.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will have ongoing lessons regarding leadership skills as part of their social studies, guidance curriculum, and seminar course.</p> <p>Strategy's Expected Result/Impact: Strengthen leadership skills and prosocial behaviors which positively influence school culture and climate.</p> <p>Staff Responsible for Monitoring: Counselor Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> 0% No Progress Accomplished Continue/Modify Discontinue </p>				

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Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: tutoring records, prescriptive interventions cocumentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Screen all students to ensure our school accommodates for language proficiency and twice exceptionalism. Strategy's Expected Result/Impact: Ensure equitable access to high level curriculum for all students in the school. Staff Responsible for Monitoring: Headmaster Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	30% 	50% 		
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement School-Wide Initiatives such as: "Start with Hello" Program, Handprints on Hearts Mentoring Program, bullying & prevention awareness lessons & activities, plan and facilitate campus and community "acts of kindness" activities Strategy's Expected Result/Impact: Reduce school violence, bullying., and social-isolation. Create a connected and inclusive classroom, campus, and community. Staff Responsible for Monitoring: Counselor Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
	25% 	55% 		
Strategy 3 Details	Reviews			
<p>Strategy 3: Serve the needs of highly gifted students by staying true to the school's vision and mission statement. Strategy's Expected Result/Impact: Students will experience an accelerated and appropriate program to meet their gifted needs. Staff Responsible for Monitoring: Headmaster Facilitator Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	25% 	60% 		
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all staff are trained in Connections Count and use the strategies to develop a deeper relationship in their approach daily with children, staff, and all school stakeholders. Strategy's Expected Result/Impact: Increased relational capacity, school climate, and student self-management Staff Responsible for Monitoring: Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
	25% 	50% 		

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in completing a Texas Performance Standards Project (TPSP), or an acceptable alternative, each year per the state guidelines for gifted programming.</p> <p>Strategy's Expected Result/Impact: TPSPs are specifically written for gifted students to showcase their depth of knowledge, skills, and growth throughout the year with an engaging and complex project.</p> <p>Staff Responsible for Monitoring: Facilitator Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: Allow fifth grade students the opportunity to apply and serve in SHG chapter of the National Elementary Honor Society.</p> <p>Strategy's Expected Result/Impact: Increase leadership opportunities for staff and students while exposing students to service and community/school projects.</p> <p>Staff Responsible for Monitoring: Teachers sponsor of NEHS</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Serve the needs of highly gifted students through competitive extra-curricular activities and non-competitive club activities such as: First Lego League, Destination Imagination, Math Pentathlon, Skills USA, and in-school clubs.</p> <p>Strategy's Expected Result/Impact: Increase students motivation and interest in a variety of areas of passion.</p> <p>Staff Responsible for Monitoring: Team Leaders Club Sponsors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement a program specifically designed to address the social-emotional needs of highly-gifted students.</p> <p>Strategy's Expected Result/Impact: Increased learning time and positive school climate, by providing social-emotional learning lessons to all students, as well as previously mentioned school-wide initiatives.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.</p> <p>Strategy's Expected Result/Impact: Migrant families will be more aware of available resources and able to utilize those resources to meet the family's needs.</p> <p>Staff Responsible for Monitoring: Headmaster Administrative Assistant Counselor Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Allow seventh and eighth grade students the opportunity to apply and serve in SHG chapter of the National Junior Honor Society.</p> <p>Strategy's Expected Result/Impact: Increase leadership opportunities for staff and students while exposing students to service and community/school projects.</p> <p>Staff Responsible for Monitoring: Teachers sponsor of NJHS</p>	Formative			Summative
	Nov	Jan	Mar	June
	40%	60%		
Strategy 11 Details	Reviews			
<p>Strategy 11: Students in G1-5 will participate in MY Time as an additional brain break once a day. MY Time consists of mindfulness, yoga, and breathing techniques.</p> <p>Strategy's Expected Result/Impact: To reduce stress related to social and emotional wellness</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	60%		
Strategy 12 Details	Reviews			
<p>Strategy 12: Consistently utilize both Skyward and Edugence to monitor and track attendance data for all students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of attendance trends and patterns will lead to more proactive strategies for improving student attendance and achievement.</p> <p>Staff Responsible for Monitoring: Headmaster Secretary Facilitator Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	60%		
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority

HB3 Goal











Evaluation Data Sources: State and Local Assessment Data and Counseling Reports

Strategy 1 Details	Reviews			
Strategy 1: During Social and Emotional time during PYP Day, 5th grade teachers will use the provided lesson from Nearpod and other resources and middle school will use the new social and emotional curriculum purchased through Special Needs Ware, Inc. Strategy's Expected Result/Impact: Increased student awareness and coping strategies for social and emotional issues. Staff Responsible for Monitoring: Counselor and Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: In 5th grade, teachers will use the Individual Learning Plan while middle school teachers will use Advisory time to provide content intervention and promote student advocacy and accountability. Strategy's Expected Result/Impact: Increased student awareness of their mastery of content, gaps, and missing assignments. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: In 6th grade during the transition year into middle school, students will have a separate Seminar class that focuses on improving executive functioning skills, awareness of secondary expectations and protocols, and learning to become of advocate for themselves in learning and accountability. Strategy's Expected Result/Impact: Increased awareness of secondary expectations and protocols and increased levels of self advocacy. Staff Responsible for Monitoring: Seminar Teacher and Headmaster	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
Strategy 1: All staff will have an individualized goal-setting process and professional development plan. Strategy's Expected Result/Impact: Teachers will continue to grow professionally and student achievement will be positively impacted as a result. Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure 100% attendance of all staff members in required district training opportunities. Strategy's Expected Result/Impact: Staff will gain needed skills to further enhance their teaching abilities Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Design and implement, with the assistance and approval of the CIC, a campus-based professional development plan. Strategy's Expected Result/Impact: Staff will gain needed skills to further enhance their teaching abilities Staff Responsible for Monitoring: Headmaster Campus Improvement Committee	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire, and retain effective teachers, campus administrators, and other instructional leaders.

Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
Strategy 1: Teachers' certifications will be checked and logged annually to ensure compliance. Strategy's Expected Result/Impact: Ensure highly qualified teachers in each classroom Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will continue to take leadership roles in the school: parent university nights, staff development, modeling/sharing innovative teaching strategies, team leadership, Family Engagement events, and BIL/ESL program. Strategy's Expected Result/Impact: Increasing teacher leadership strengthens a school's climate and culture as well as leading to higher levels of satisfaction and teacher retention. Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> 0% No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing support to teachers for MAP, Edugence, and other systems in place at the school to assist teachers in making data-driven decisions for each child's learning plan. Strategy's Expected Result/Impact: Data-driven decisions will increase student growth and achievement. Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> 0% No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/

organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation







Strategy 1 Details	Reviews			
<p>Strategy 1: The CIC will draft, edit, and revise the current year's Comprehensive Needs Assessment (CNA). Strategy's Expected Result/Impact: The CNA will drive the strategies for school improvement. Staff Responsible for Monitoring: Headmaster Campus Improvement Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	50%		
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and teachers will meet a minimum of twice a year (Fall and Spring) to discuss student growth and individualized learning plans. Strategy's Expected Result/Impact: Increased parental involvement and support as well as parental input that will be invaluable for crafting student plans. Staff Responsible for Monitoring: Headmaster Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	50%	60%		
Strategy 3 Details	Reviews			
<p>Strategy 3: The CIC will draft, edit, and revise the current year's Campus Improvement Plan (CIP). Strategy's Expected Result/Impact: The CIP will include strategies for school improvement. Staff Responsible for Monitoring: Headmaster Campus Improvement Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	45%		
Strategy 4 Details	Reviews			
<p>Strategy 4: Make parent communication a priority through a variety of methods such as, but not limited to: social media, Skyward call outs and texts, paper flyers, emails, school phone apps, phone calls, and parent meetings. In addition, parent communication should be made available, when possible, in the parents' native language. Strategy's Expected Result/Impact: Increased parent/teacher partnerships and increase parent involvement Staff Responsible for Monitoring: Headmaster Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	25%	60%		

Strategy 5 Details	Reviews			
Strategy 5: The Campus Improvement Committee will create and distribute a parent input survey a minimum of once a year for formalized parent input. Strategy's Expected Result/Impact: Increased involvement of parent feedback in school strategy development. Staff Responsible for Monitoring: Campus Improvement Committee	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: After receiving input from parents via a survey, SHG will host Parent University nights (2 sessions a year). Strategy's Expected Result/Impact: Support parents in understanding and working with the specialized needs of their highly-gifted child. Staff Responsible for Monitoring: Facilitator Family Engagement Team Leader	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: SHG will host a minimum of two additional academic nights where parents and students can engage in learning activities in the evening together. Strategy's Expected Result/Impact: Increased parent involvement in students' academic activities. Staff Responsible for Monitoring: Facilitator Family Engagement Team Leader	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
Strategy 1: Monitor technology functionality. Upgrade and repair as needed in order to maintain 1:1 device status at the school. Strategy's Expected Result/Impact: Maintaining the technology in functioning condition will lead to less interruptions to academic time. Staff Responsible for Monitoring: Instructional Media Specialist/Assistant Headmaster	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 55%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs







Strategy 1 Details	Reviews			
Strategy 1: Continuous training for teachers to utilize a variety of tools to facilitate digital learning with student and teacher devices. Strategy's Expected Result/Impact: Increased staff quality and student learning as a result of growing professionally in the area of technology integration. Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 55%		
Strategy 2 Details	Reviews			
Strategy 2: Utilize a variety of online learning tools (SeeSaw, Canvas, Google Classroom, Nearpod, Desmos, Legends of Learning, etc) both as a student and teacher resource. Strategy's Expected Result/Impact: Increased learning time and academic performance as a result of a blended approach. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 55%		

Strategy 3 Details	Reviews			
Strategy 3: Assist students in gaining fluency when using online resources for independent research, learning, and organization. Strategy's Expected Result/Impact: Fluency with online research enhancing learning time and academic achievement. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement lessons for students on digital citizenship including such topics as digital safety, digital etiquette, and the long-term effects of digital activity as appropriate for age and content. Strategy's Expected Result/Impact: Increased digital citizenship and online safety Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Educate parents on the purpose and functionality of the applications and websites the students use during instruction. Strategy's Expected Result/Impact: Increase parent awareness of software and technology systems used Staff Responsible for Monitoring: Teachers Headmaster	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: School for the Highly Gifted will continue to ensure the safety and well-being of students, staff, and parents, and community members.







Evaluation Data Sources: Incident reports. COVID-19 Reporting. BOE report format.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Dubiski Career High School to adhere to the guidelines and reporting criteria set from the Student Services department. Strategy's Expected Result/Impact: Increased student safety Staff Responsible for Monitoring: Headmaster	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Maintain student adherence to the student code of conduct through a variety of strategies including: parent contact, student counseling, positive behavior support, discipline consequences, developing strong staff/student/parent relationships, and restorative discipline. Strategy's Expected Result/Impact: Increased adherence to the student code of conduct will positively impact the school's climate as well as increase learning time for students. Staff Responsible for Monitoring: Headmaster Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

High Priority

HB3 Goal

Evaluation Data Sources: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students. & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in weekly social and emotional lessons and monthly guidance lessons. Strategy's Expected Result/Impact: Students will be provided support and guidance Staff Responsible for Monitoring: Counselor Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
	30% 	55% 		
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will receive weekly wellness tips and beginning of the year compliance training will be conducted for bullying, violence, and suicide prevention. Strategy's Expected Result/Impact: Provide staff with social and emotional tools and supports Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	100% 	100% 	100% 	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	30% 	50% 		
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

Evaluation Data Sources: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will receive training on how to recognize, report and support students who are experiencing suicide ideation, bullying, or are exposed to drug use.</p> <p>Strategy's Expected Result/Impact: Increased awareness and strategies to combat the issues or culture that lead to bullying, suicide, and drug use.</p> <p>Staff Responsible for Monitoring: Counselor, Headmaster, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	40%	55%		
Strategy 2 Details	Reviews			
<p>Strategy 2: SHG staff will follow GPISD policies and procedures to respond to social-emotional needs (examples: bullying, suicidal outcries, and drug use) of our students when observed or reported.</p> <p>Strategy's Expected Result/Impact: Reports will be accurate and transparent related to issues of bullying, suicidal outcries, and drug use.</p> <p>Staff Responsible for Monitoring: Headmaster, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	30%	55%		
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				