

Campus Improvement Committee (CIC)

Breakout Rooms

Meeting Agenda

School: School for the Highly Gifted

*Grp# 1 Rodriguez, Johnson
Ewert, Gholston*

*Grp# 2 Davison, ~~Atke~~
Emrich, Cook*

*Grp# 3 Munoz, Peppers,
Lupton*

Grp# 4 Quicano, Allen, Moore

Date: 10/12/23

Time: 4:30-5:30 PM

Location: School for the Highly Gifted (Zoom)

AGENDA ITEMS:

I. GPISD Board Policy BQB Local CIC Membership Requirements for 2023-2024

CIC TIPS: *The minimum requirements of BQB Local note 17 CIC members, not including the Principal:*

- 6 classroom teachers,*
- 1 Campus Professional other than a teacher,*
- 1 District Professional,*
- 1 Campus auxiliary/paraprofessional*
- 2 Parents selected by administration*
- 2 Parents elected by the PTA*
- 2 Community members*
- 2 Business representatives*

Discussion:

1. Introductions *- shared*
2. Continuing members and new members noted on membership roster. ✓

II. Title I Schoolwide Program Review

School for the Highly Gifted does not qualify as a Title I eligible campus due to the number and percentage of low income students. The first step for eligibility is three consecutive years of Free and Reduced lunch percentages at 40% or more. Most campuses currently operate a Schoolwide Program. Campuses may elect to operate a Targeted Assistance Program, if they qualify.

III. Campus Improvement Plan Summative Review and Comprehensive Needs Assessment

Completion of the 2022-2023 review was due to GPISD last May and completed by the 2022-2023 CIC. This information is the first step of the Comprehensive Needs Assessment for the development of the Campus Improvement Plan for the 2023-2024 school year.

Discussion:

1. Review 22-23 Summative Review
2. Review 22-23 STAAR Results
3. Draft, edit, and revise the 23-24 Comprehensive Needs Assessment

IV. Setup Campus Review Teams for the CIC

V. Campus Improvement Plan Goals, Objectives, and Strategies

Discussion:

1. Goals and Performance Objectives are the “bones” of the District and all Campus Improvement Plans. They are legally compliant.
2. Draft, edit, and revise the 2023-2024 Campus Improvement Plan Strategies

Grp#1: Goal 1, PO
1-3

VI. Campus Based Training Plan

Discussion:

1. GPISD has an overall training plan with online opportunities for teachers and staff.
2. Are there any additional training that will be necessary that are specifically for our school?

Grp#2: Goal 1, PO
4-5

Grp#3: Goals 2-3
all, POs

Grp#4: Goals 4-5
all POs

VII. Review of Meeting Minutes



Purpose of Campus Improvement Committee

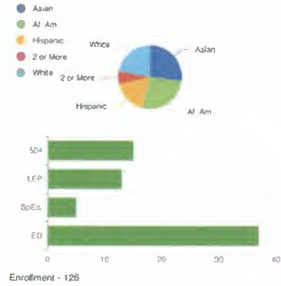
Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for **the purpose of improving student performance for all student populations, including students in special education programs.**

Title I Schoolwide Program Review

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SHG Demographics



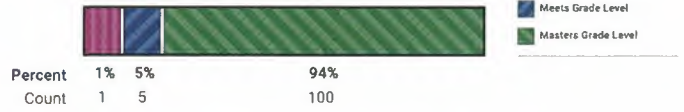
22-23 SHG STAAR Results: Reading



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5, 6, 7, EOC

Tests Taken: 106 Date Last Taken: 04/27/2023



22-23 SHG STAAR Results: English I

English I - HS (#20)

100



22-23 SHG STAAR Results: Math



STAAR Summative Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, EOC

Tests Taken: 106 Date Last Taken: 05/10/2023



22-23 SHG STAAR Results: Algebra I



AP	100
ME	100
MS	88

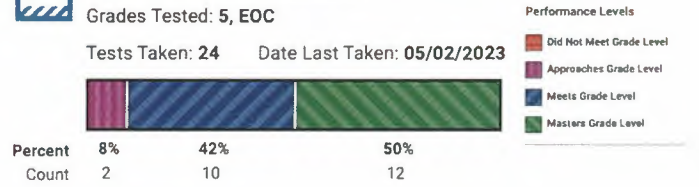
22-23 SHG STAAR Results: Science



STAAR Summative Science

Grades Tested: 5, EOC

Tests Taken: 24 Date Last Taken: 05/02/2023

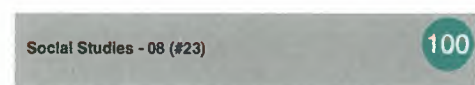


22-23 SHG STAAR Results: Biology



AP	100
ME	100
MS	87

22-23 SHG STAAR Results: Social Studies



AP	100
ME	100
MS	78

22-23 SHG STAAR Results: TELPAS



TELPAS Composite

Grades Tested: KG, 2, 3, 4, 5, 6

Tests Taken: 12 Date Last Taken: 03/01/2023

Performance Levels

- No Rating Available
- Beginning
- Intermediate
- Advanced
- Advanced High



23-24 Comprehensive Needs Assessment



Campus Improvement Plan



5 District Goals

- Goal 1: Student Achievement
- Goal 2: Personnel
- Goal 3: Parent and Community Engagement
- Goal 4: Instructional Technology
- Goal 5: Health and Safety

22-23 Formative and Summative Review



22-23 Formative and Summative Review

- In Goal One, 28 out of 28 strategies showed growth throughout the year.
- In Goal Two, 4 out of 6 strategies were evaluated as "Accomplished".
- In Goal Three, 4 out of 7 strategies showed 90% or more growth throughout the year.
- In Goal Four, all 6 strategies indicated 90% growth throughout the year.
- In Goal Five, 7 of our 8 strategies showed 90% growth or more throughout the year.

Breakout Rooms

- There will be a campus teacher in each breakout room that will share their screen.
- The campus teacher has been given certain Goals and Performance Objectives. Your group will read over the SHG strategies ("the gas"). Make any suggestions for revisions or additions.
- Campus teachers will email any revisions and additions.
- Further suggestions can be made by Friday afternoon, October 13.

Grand Prairie Independent School District
School for the Highly Gifted
2023-2024 Comprehensive Needs Assessment

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At the School for the Highly Gifted, our mission is to recognize, nurture, and develop highly gifted young people to become life-long scholars and leaders by providing a supportive academic environment which focuses on the joy of learning and the responsibility for bringing positive change to the world. We understand that highly gifted learners have unique learning styles and specialized needs and, as such, provide our students with individualized learning plans and an enriched curriculum carefully designed to maximize each student's academic, social, and emotional potential.

Demographics

Demographics Summary

The School for the Highly Gifted (SHG) serves as an extension of the gifted and talented programming in Grand Prairie Independent School District (GPISD) in order to better meet the needs of the highly gifted students in the community. As the highly intelligent can be found in every race, gender and socio-economic background, SHG's ethnic distribution is also diverse with our current population as follows: 27% African American, 27% Asian, 23% White, 17% Hispanic, and 6% two or more. Our English language learner population is 7% and 30% of our students are receiving free or reduced fee meals. 5% of our students are served by special education and 13% of our students are served by 504.

Our 2021-2022 (last year published) attendance rate was 99.5%. Every one of our student population qualifies for the gifted and talented program and represents the top 1-2% of the gifted population in GPISD.

From the beginning of our school's founding, SHG has made a focused effort to hire high quality staff members that understand the unique needs of the highly-gifted learner. We partner with the community for service projects and open up our parent university sessions to the GT population as a whole and not just our school population.

Demographics Strengths

Our school demographics and strong support systems are definitely strengths upon which our school relies. 100% of our students qualify as a highly gifted learner in the district's gifted and talented (GT) program. The students scored in the top 1-2% of the district's GT population on aptitude/cognitive testing and were at least 1-2 years above grade level in both reading and/or math achievement in order to qualify to attend our school. We also have high levels of parent and community support as well as staff retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students can experience limiting social and emotional struggles, and we would like to ensure that weekly time and lessons are spent on social-emotional learning as well as academic content. **Root Cause:** Highly-gifted students can be asynchronous in their development leading to social-emotional challenges.

Problem Statement 2: Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours. **Root Cause:** Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

Problem Statement 3: Due to our English language learner population, all teachers should have additional EL training and ESL certification for best meeting those unique learning needs. **Root Cause:** Our population of English language learners have grown, and we have had some teacher turnover and teacher movement within the school.

Student Learning

Student Learning Summary

Students at the School for the Highly Gifted (SHG) qualify for enrollment through high aptitude and achievement scores. During the school year, students are tested in math and reading with a MAP test in the beginning, middle, and end of year. Third through fifth grade students will take both the math and the reading STAAR exams. Additionally, the fifth grade students will take the science STAAR exam. Students in middle school (Grades 6-8) will take STAAR or EOC exams depending on student's assigned course. All students' progress will be monitored throughout the year to ensure students are making a year's growth or more in each subject area.

For the 2021-2022 school year, our overall rating was an A with a Scale Score of 99%. This includes 78% Mastered, 96% Met Standard, 100% Approached. In comparison, 2018-2019, we had 69% Mastered, 22% Met Standard, 9% Approached, and 1% Did Not Meet Standard. Our overall rating in 2018-2019 was an A with a Scale Score of 98%. In 2019-20, the STAAR exams were cancelled and in 2020-2021, STAAR exams were taken, but there was no accountability rating.

Student Learning Strengths

In 2021-2022, 94% of our students (G6-8) mastered the Algebra I EOC. 90% of our students (G8) mastered the Biology EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Preliminary 2022-2023 data indicates, 100% of 5th grade students Approached, 92% Met, and 50% Met standard on Science STAAR. We would like these numbers to be 100%, 100%, and 70% respectively for the 2023-2024 school year. **Root Cause:** 5th grade science interventions need to be more intentional and data driven with frequent progress monitoring. Students also need experience with new questions types.

Problem Statement 2: Preliminary 2022-2023 data indicates, 100% of 3rd grade students Approached, 93% Met, and 85% Met standard on Reading STAAR. We would like these numbers to be 100%, 100%, and 90% respectively for the 2023-2024 school year. **Root Cause:** 3rd graders have a significant transition from 2nd grade. Vertical alignment should be prioritized. Also, there are traditionally a number of new SHG students in 3rd grade so frequent progress monitoring is needed.

Problem Statement 3: Preliminary 2022-2023 data indicates, our 33% of our EL students taking TELPAS, received an Advanced High rating in Speaking. **Root Cause:** Our EL students need more practice elaborating and speaking with confidence and inflection. Students are also uncomfortable speaking aloud during this portion of the assessment.

School Processes & Programs

School Processes & Programs Summary

School for the Highly Gifted (SHG) is a 1st-8th grade campus that serves highly gifted learners. Our elementary grade levels use differentiation and enrichment to provide students with the leveled instruction needed to continue to grow. We utilize progress monitoring at the beginning, middle, and end of the year to inform the Individualized Learning Plan (ILP). In middle school, the course offerings allow for students to take many high school courses including Algebra I, Geometry, Algebra II, Pre-Calculus, English I, Biology, Spanish I-IV, and several electives. All of our courses in middle school are at the Advanced level. Our school employs a headmaster, gifted and talented facilitator, counselor, and teachers. We have a Career and Technology elective course that middle school students take each year. In addition, we have a Skills USA chapter, National Elementary Honor Society (NEHS) chapter, National Junior Honor Society (NJHS) chapter, and many other competitive clubs.

School Processes & Programs Strengths

Our Pursue Your Passion program is a weekly component of our curriculum that allows students to choose a club to participate in for each semester. The clubs focus on creative problem solving and development of talents through a specific passion focus. Some of the club choices include Destination Imagination, First Lego League Robotics, Math Pentathlon, Skills USA, Chess Club, Art Club, Music Club, and Theater Club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need additional support to self-regulate and accurately self-evaluate their own learning. **Root Cause:** Gifted students often have a skewed perception of the quality of the work they are producing.

Problem Statement 2: We need to build student capacity for using technology to create and not just consume media and learning material. **Root Cause:** Teachers need additional training in implementation of creative technology integration into lessons.

Problem Statement 3: Each student needs to meet or exceed growth goals on both STAAR and MAP. **Root Cause:** A single snapshot may not always reflect all of a students' learning.

Perceptions

Perceptions Summary

The School for the Highly Gifted actively seeks out partnership opportunities with both families and the community. We follow all local board policy in creating a campus improvement committee which utilizes staff, parents, community members, business representatives, and district level support personnel. As we grow, we continue to work towards creating multiple opportunities for parents to enrich the school environment during the school day, after school activities, as well as parent organizations and meetings. In addition to traditional offerings such as PTA, CIC, and academic parent nights, the School for the Highly Gifted offers Parent Engagement nights in order to help parents better understand and collaborate with each other regarding the unique needs of the gifted learner. We also seek to create a culture and climate of high engagement, high rigor, and high expectations. A focus on staff, student, and parent development is key to the mission and vision of our school. Our campus utilizes innovative techniques and fosters a twenty-first century learning environment.

Perceptions Strengths

We have many strengths related to culture, climate, values, and beliefs. First of all, we have actively involved parents and extended families. As a School of Choice, all families have made the decision to attend our school without an attendance zone. Our unique school structure enables more flexibility for community involvement opportunities. Small campus size leads to high levels of commitment and teamwork. We have high levels of parent involvement, and interpersonal relationships among students are positively impacted by being in a small environment with like-minded peers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to incorporate more formal parental involvement activities and ways to connect during the day and not just in the evenings and field trips. **Root Cause:** Our unique school setup makes it difficult for parents to volunteer during the school day.

Problem Statement 2: Students need additional support with social-emotional learning and how to manage inter-personal conflicts. **Root Cause:** Gifted students asynchronous development can lead to a disconnect between maturity and cognitive levels, increasing conflict between peers.

Problem Statement 3: We need to increase the amount of feedback from teachers to parents on student progress and current academic tasks. **Root Cause:** Parents feel that they are unaware of their student's progress, and would like more communication.

[redacted] = present on
Zoom

Campus Improvement Committee Roster/Signature Sheet
2023-2024 School Year Meeting Date: 10-12-23

Campus: School for the Highly Gifted

Headmaster: Candis Jones

ROLE (BQB Designation)	Year	Signature NAME
District Professional Director of Advanced Academics	7	Tina Moore
Professional (not classroom teacher)	4	Rebekah Granby OUT
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
Campus Administration (Headmaster)	5	Candis Jones
Business Partner NFTE	3	Trish McKeel OUT
Business Partner Lockheed Martin	3	Patrick McMahan OUT
Community Representative	3	Bobbyetta Johnson
Community Representative Advanced Academics Facilitator	2	Madeline Lupton
PTA Parent	1	Danielle Emrich

PTA Parent	3	Destari Ewert
Parent	1	Andrea Cook
Parent	1	April Gholston
Paraprofessional	1	Celine Baca