

Grand Prairie Independent School District
School for the Highly Gifted
2022-2023 Campus Improvement Plan



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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Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, 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)	21
Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. 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 6)	23
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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

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: 35% White, 34% African American 24% Hispanic, , 28% Asian, and 9% two or more. Our English language learner population is 7% and 34% of our students are receiving free or reduced fee meals.

Our 2019-2020 (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 ELL training and ELL 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: In 2021-2022, 31% of 6th grade student Mastered, and 100% Met standard on STAAR. We would like these numbers to be 100%, 100%, and 70% respectively for the 19-20 school year. **Root Cause:** 6th grade SHG students that do not qualify for Algebra are placed in 6th grade Math. Historically, these are students that are below or at grade level in their mathematics skills. Sometimes there is a negative social aspect for those students that are not in high school math.

Problem Statement 2 (Prioritized): In 2021-2022, 95% of our students (G6) approached standard in mathematics, 80% of our students (G6) met standard in mathematics, and 65% of our students (G6) mastered mathematics, and we would like these numbers to be 100%, 100%, and 70% or higher respectively. **Root Cause:** Gifted students do not always perform at Masters in academic areas outside of their achievement level.

Problem Statement 3: Grade 5 students did not receive the typical amount of Algebra enrichment offered during the 4th nine weeks. **Root Cause:** Due to new staff members, additional enrichment lessons and opportunities were less than normal.

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.

Priority Problem Statements

Problem Statement 1: In 2021-2022, 95% of our students (G6) approached standard in mathematics , 80% of our students (G6) met standard in mathematics, and 65% of our students (G6) mastered mathematics, and we would like these numbers to be 100%, 100%, and 70% or higher respectively.

Root Cause 1: Gifted students do not always perform at Masters in academic areas outside of their achievement level.

Problem Statement 1 Areas: Student Learning

Goals

Goal 1: Student Achievement: By August 2023, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/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			
<p>Strategy 4: Teachers will regularly meet with the Headmaster and each other to discuss alignment and design of lessons.</p> <p>Strategy's Expected Result/Impact: Proper lesson alignment and design will maximize student achievement and growth.</p> <p>Staff Responsible for Monitoring: Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased home communication and problem-solving should increase daily attendance rate.</p> <p>Staff Responsible for Monitoring: Headmaster Administrative Assistant Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: SHG will continue to offer attendance incentives to support GPISD's Every Child, Every Seat, Every Day initiative.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of the importance of attending school each day to maximize learning opportunities.</p> <p>Staff Responsible for Monitoring: Headmaster Administrative Assistant Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Classroom teachers will work with the Headmaster to identify at-risk students in order to provide appropriate services.</p> <p>Strategy's Expected Result/Impact: Early identification will allow for early intervention mediating the impact of the at-risk factors</p> <p>Staff Responsible for Monitoring: Headmaster Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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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
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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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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.</p> <p>Strategy's Expected Result/Impact: Ensure equitable access to high level curriculum for all students in the school.</p> <p>Staff Responsible for Monitoring: Headmaster Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
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</p> <p>Strategy's Expected Result/Impact: Reduce school violence, bullying., and social-isolation. Create a connected and inclusive classroom, campus, and community.</p> <p>Staff Responsible for Monitoring: Counselor Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
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.</p> <p>Strategy's Expected Result/Impact: Students will experience an accelerated and appropriate program to meet their gifted needs.</p> <p>Staff Responsible for Monitoring: Headmaster Facilitator Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

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.</p> <p>Strategy's Expected Result/Impact: Increased relational capacity, school climate, and student self-management</p> <p>Staff Responsible for Monitoring: Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
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
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
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
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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

High Priority

HB3 Goal





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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student awareness and coping strategies for social and emotional issues.</p> <p>Staff Responsible for Monitoring: Counselor and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of their mastery of content, gaps, and missing assignments.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased awareness of secondary expectations and protocols and increased levels of self advocacy.</p> <p>Staff Responsible for Monitoring: Seminar Teacher and Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: 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 the district's leadership mission and goals: We Create Success--We Lead by Example--We Empower People 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			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2023, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: 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;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parent/Community Engagement: By August 2023, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, 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
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
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
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. 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

Strategy 5 Details	Reviews			
<p>Strategy 5: The Campus Improvement Committee will create and distribute a parent input survey a minimum of once a year for formalized parent input.</p> <p>Strategy's Expected Result/Impact: Increased involvement of parent feedback in school strategy development.</p> <p>Staff Responsible for Monitoring: Campus Improvement Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: After receiving input from parents via a survey, SHG will host Parent University nights (2 sessions a year).</p> <p>Strategy's Expected Result/Impact: Support parents in understanding and working with the specialized needs of their highly-gifted child.</p> <p>Staff Responsible for Monitoring: Facilitator Family Engagement Team Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in students' academic activities.</p> <p>Staff Responsible for Monitoring: Facilitator Family Engagement Team Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Instructional Technology: By August 2023, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. 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 6)

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

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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			
<p>Strategy 1: Continuous training for teachers to utilize a variety of tools to facilitate digital learning with student and teacher devices.</p> <p>Strategy's Expected Result/Impact: Increased staff quality and student learning as a result of growing professionally in the area of technology integration.</p> <p>Staff Responsible for Monitoring: Headmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a variety of online learning tools (SeeSaw, Canvas, Google Classroom, Nearpod, EdPuzzle, Desmos, Imagine Math, etc) both as a student and teacher resource.</p> <p>Strategy's Expected Result/Impact: Increased learning time and academic performance as a result of a blended approach.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Assist students in gaining fluency when using online resources for independent research, learning, and organization.</p> <p>Strategy's Expected Result/Impact: Fluency with online research enhancing learning time and academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased digital citizenship and online safety</p> <p>Staff Responsible for Monitoring: Teachers</p>	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 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. 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 5)

Performance Objective 1: GPISD 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>				

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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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Headmaster Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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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			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June


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

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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: Safety and Well Being: By August 2023, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. 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 5)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, 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
Strategy 2 Details	Reviews			
<p>Strategy 2: SHG staff will provide weekly SEL lessons and monthly guidance lessons to teach appropriate social and emotional skills.</p> <p>Strategy's Expected Result/Impact: Lessons will provide opportunities for discussion and implementation of skills.</p> <p>Staff Responsible for Monitoring: Counselor, Headmaster, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums