

Campus Improvement Committee (CIC)

Meeting Agenda

School: School for the Highly Gifted

Date: 11/13/25

Time: 4:30-5:30 PM

Location: School for the Highly Gifted (Zoom)

Group #1 Yoder, Kowalewski,
Obj. 1-3 Lupton, Chu,
Marik

AGENDA ITEMS:

I. November Formative Review

Discussion:

- Reviews will be conducted and updated by teams

Group Work:

- Participants will be placed in groups to review the strategies and determine the level of completion and evidence

II. Formulation of New Strategies for Performance Objectives (if Needed)

III. Review of Meeting Minutes

Group #2 Granby, Hernandez,
Obj. 4-7 Anderson, Granby,
Tran, Hamblins

Our next meeting will be on Thursday, January 8, 2026

Campus Improvement Committee Roster/Signature Sheet
2025-2026 School Year

Meeting Date: 11/13/25

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	2	Kasie Roden
Professional (non classroom teacher)	6	Rebekah Granby
GT Teacher/Facilitator	1	Elicia Kowalewski
Classroom Teacher	2	Tiffany Hawkins
Classroom Teacher	1	Dominique Hernandez
Classroom Teacher	1	Gary Anderson
Classroom Teacher	2	Tiffani Marich
Classroom Teacher	2	Carlos Yoder
Campus Administration (Headmaster)	7	Candis Jones
Business Partner	1	Jennifer Lunt
Business Partner	9	Tina Moore
Community Representative	5	Bobbyetta Johnson
Community Representative	4	Madeline Lupton
PTA Parent	3	Danielle Emrich

PTA Parent	5	Destari Ewert
Parent	1	Tatiana Chu
Parent	1	Thao Phuong Tran
Paraprofessional	3	Celine Baca

Grand Prairie Independent School District
School for the Highly Gifted
2025-2026 Formative Reviews with Notes



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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Priority Focus Areas

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1: Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal). (In 2024-2025, SHG achieved 100% Approached, 100% Meets, and 75% Masters)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Reading Data & MAP Data

Strategy 1 Details	Reviews
Strategy 1: Sustain and enhance early literacy proficiency by providing targeted, differentiated reading instruction and enrichment opportunities that promote mastery-level performance, foster a love of reading, and build advanced literacy skills in elementary students. Strategy's Expected Result/Impact: While SHG students consistently exceed district benchmarks, ongoing attention to differentiated instruction, enrichment, and skill extension ensures that students not only maintain Meets proficiency but also increase the percentage achieving Masters. For twice-exceptional learners, providing advanced literacy challenges while supporting any individual reading needs maximizes growth and engagement. Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Nov  November Evidence of Progress Enrichment groups Thu. & Fri. opportunities, iReady, Weekly Library checkout. Reading novels at school. RTI and Speech to text. Reading Ally. Jan January Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 2: Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal). (In 2024-2025, SHG achieved 100% Approaches, 100% Meets, and 69% Masters)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Math Data & MAP Data

Strategy 1 Details	Reviews
Strategy 1: Maintain and enhance early mathematics proficiency by providing differentiated instruction, enrichment opportunities, and higher-order problem-solving experiences that promote mastery-level performance and mathematical reasoning for all students. Strategy's Expected Result/Impact: While SHG students consistently exceed district benchmarks, targeted enrichment and advanced problem-solving experiences help increase the percentage of students achieving Masters while sustaining 100% Approaches and Meets. Twice-exceptional students benefit from rigorous, challenging tasks that stretch mathematical thinking while addressing any individualized learning needs. Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2	Nov  Nov November Evidence of Progress Middle school teachers are doing morning enrichment. Elementary teacher is meeting in morning with students with Math needs. Math Pentathlon. Teacher has access for headphones for twice exceptional students. We use iReady. Extra Math small group instruction. Jan Mar June January Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 3: 8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030 (In 2024-2025, all 8th grade SHG students took the English I EOC with 100% Approaches, 100% Meets, and 54% Masters)

Evaluation Data Sources: STAAR Reading Data & MAP Data

Strategy 1 Details	Reviews
Strategy 1: Communicate with parents and students a minimum of three times a year to revisit individual learning plans, formative data, and implementation of action plans. Strategy's Expected Result/Impact: Individualize instruction for each student in the school Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers Problem Statements: Demographics 2	Nov November Evidence of Progress  1st ILP meeting was conducted in Fall. Teachers reflect on benchmark data and discuss with students and parents as needed to reinforce instructions. Jan January Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress
Strategy 2 Details	Reviews
Strategy 2: Sustain and enhance 8th grade reading proficiency by providing rigorous, standards-aligned instruction, advanced literary analysis opportunities, and differentiated supports that promote mastery-level performance and prepare students for high school and beyond. Strategy's Expected Result/Impact: SHG students consistently exceed district benchmarks, yet targeted enrichment and advanced literacy challenges help increase the percentage achieving Masters while maintaining Meets proficiency. Twice-exceptional learners benefit from instruction that stretches analytical thinking, interpretation, and evidence-based reasoning in literature and informational texts. Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2	Nov November Evidence of Progress  ELA teacher is working on novel studies. Teacher also has level instruction to accommodate a variety of learners reading levels from on level to advance level readers. Teacher works with students to implement the supports needed for twice exceptional students. Jan January Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 4: Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Sources: Skyward Discipline Data

Strategy 1 Details	Reviews
Strategy 1: Strengthen social-emotional learning (SEL) and executive functioning supports to proactively address behavioral challenges and promote self-regulation, empathy, and positive peer interactions among twice-exceptional students. Strategy's Expected Result/Impact: Our gifted and twice-exceptional population often exhibits asynchronous development--advanced cognition paired with heightened sensitivity or lagging emotional regulation. By embedding SEL and restorative practices into daily instruction and campus culture, we equip students with tools to manage stress, resolve conflicts, and engage productively with peers and staff. Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Nov  Jan Mar June November Evidence of Progress We have adjusted plans to support behaviors at different grade levels. We have had several team meetings to support documenting the individual needs of our students and continue to modify supports. January Evidence of Progress March Evidence of Progress June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 5: Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Sources: Survey Data & Sign-In Documents

Strategy 1 Details	Reviews
Strategy 1: Enhance and sustain high levels of family engagement by providing differentiated, flexible, and meaningful opportunities for parents to connect, learn, and collaborate in support of gifted students. Strategy's Expected Result/Impact: Our families are highly involved, yet their needs are unique-- seeking both community connection and specialized knowledge about gifted education. By deepening engagement through learning experiences, feedback opportunities, and virtual access, we build authentic partnerships that promote student success and maintain our strong participation levels. Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2	Nov  November Evidence of Progress We began the year with our back to school bash and have just completed our first parent book study. We had a wonderful turn out for our Thanksgiving lunch today. We also have our culture night next month. Jan January Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 6: Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030 (In 2024-2025, SHG had an attendance rate of 98%)

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews
Strategy 1: Maintain high student attendance by fostering a culture of engagement, belonging, and wellness that motivates students to be present every day. Strategy's Expected Result/Impact: At a gifted and twice-exceptional campus, occasional absences often stem from stress, anxiety, or outside enrichment opportunities rather than disengagement. By focusing on student connection, wellness, and purposeful learning experiences, we ensure that students continue to view school as a place where they want to be. Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2	Nov  Nov November Evidence of Progress We work hard to recognize attendance in positive ways and reach out to students when they are missing to build connections and improve attendance. Jan Jan January Evidence of Progress Mar Mar March Evidence of Progress June June June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 7: College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

HB3 Priority Focus Area

Evaluation Data Sources: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1 Details	Reviews
Strategy 1: Build a strong foundation for future College, Career, and Military Readiness (CCMR) by providing elementary and middle school students with opportunities to explore personal strengths, career pathways, and real-world problem solving through project-based learning, STEM integration, and exposure to future-ready skills. Strategy's Expected Result/Impact: While CCMR accountability is measured at the high school level, the attitudes, skills, and mindsets that drive readiness begin much earlier. For gifted and twice-exceptional students, early exploration of interests, executive functioning skills, and goal setting fosters motivation, resilience, and direction that contribute to long-term readiness and success. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2	Nov  November Evidence of Progress We completed our 3rd grade career readiness survey. Students have been exploring different careers in science to apply in their everyday classwork. Students explore real world careers such as engineering. In robotics clubs, our students have dug into the archeology field to apply to their projects. Students also are working on endurance, discipline and accountability in PE in all grades. Jan January Evidence of Progress Mar March Evidence of Progress June June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue	