

Grand Prairie Independent School District



Florence Hill Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Florence Hill Elementary will provide a positive, safe, and secure environment that will empower students to learn while building self-esteem. Students will be afforded the opportunity to experience success and mutual respect which will prepare them to be life-long learners. The Florence Hill community will cooperate to produce responsible individuals who are able to adapt to an ever-changing society.

Vision

Florence Hill is a learning community focused on student academic, social and emotional success.

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Comprehensive Needs Assessment

Demographics

Summary

Community Context

Florence Hill Elementary is a Title One neighborhood school. Our community actively supports the school through partnerships with local organizations. Florence Hill was established in 1890 and is the oldest community school in Grand Prairie Independent School District. It is named after the two land owners (Florence and Hill) who donated the property the school sits on.

Florence Hill does receive State Compensatory (SCE) funds. The purpose of State Compensatory Education (SCE) funds is to increase academic achievement and reduce the dropout rate among at-risk and economically disadvantaged students. These funds must be used to provide direct services to students, with a focus on improving instruction, enhancing academic performance, and addressing the unique needs of those most at risk of academic failure.

Student Demographics

Total Enrollment		489 students
Race / Ethnicity	African American	45.19%
	Hispanic	37.22%
	Asian	7.16%
	White	5.32%
	Two or More	4.7%
	American Indian	0.41%
Gender	Male	55.01%
	Female	44.99%
Average Daily Attendance		93%
Economically Disadvantaged		72.3%
At Risk		43.15%
McKinney-Vento		4.91%

Discipline

- **Disciplinary Actions:** There are 51 discipline actions for the 2024-2025 school year resulting in a 13.73% discipline referral rate. Of those discipline referrals, zero students were expelled or placed in out of school suspension. Students with discipline referrals did serve a total of X days for in school suspension.
 - Notable trends: Disciplinary actions are primarily for infractions such as inappropriate/disruptive behavior and fighting with no significant disparities among demographic groups.

Special Programs

Students receiving special education support		19.84%
Students receiving support via 504 plan		1.02%
Students receiving dyslexia instruction		3.89%
Emerging bilingual students	ESL	6.95%
	LEP	6.54%
	parent denial	1.02%
	Bilingual	.20%
	Monitored Year 1 status	.20%
	Monitored Year 2 status	.20%

Staff Demographics

Total staff	53	
Professional staff	teachers	59.5%
	professional support	15.3%
	school leadership	1.9%
Educational aides	23.4%	
Teachers by ethnicity	African American	15.5%
	Hispanic	15.7%
	White	65.7%
	American Indian	0
	Asian	3.1%
	Pacific Islander	0
	Two or More Races	0
Teacher retention rate	25%	
Teacher experience	1st year teachers	15.6%
	1-5 years experience	31.3%
	6-10 years experience	12.6%
	11-20 years experience	18.9%
	21-30 years experience	15.2%
	over 30 years experience	6.3%
Teachers with advanced degrees	4%	
Teacher:Student Ratio	22:1	

Strengths

Florence Hill Elementary reflects a diverse and engaged community dedicated to supporting student academic success.

With outstanding attendance, a nurturing and supportive environment, and a variety of enriching programs, our scholars are well-prepared to meet the challenges of middle school and beyond. Our commitment to academic excellence, cultural inclusivity, and the holistic development of every student ensures that each scholar is empowered to thrive and reach their full potential.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Chronic absenteeism grew from 8.9% in 2020-2021 to 16.7% in 2021-2022.	While there are some students who struggle with chronic health related issues, there is an increase in the at risk population of students served at Florence Hill Elementary. Our at risk families struggle to find affordable housing or experience homelessness, leading to frequent moves or transportation issues. This leads to inconsistent attendance at school.
2	Family engagement is currently limited and inconsistent. Florence Hill Elementary staff recognizes its critical role in supporting student achievement and are actively working to strengthen partnerships with families.	The lack of consistent family engagement is due to the increase in student mobility rates. The mobility rate has hovered between 9% to 12% in the last 5 years. Florence Hill Elementary hosts monthly Parent University topics in conjunction with our PTA meetings and students performances as well as Title One Family Engagement events aimed at increasing family engagement.
3	Significant classroom disruptions have increased, leading to distractions in the learning environment and highlighting the need for more proactive behavior supports and social-emotional learning strategies.	This trend suggests a growing need to address the root causes of behavior--unmet emotional needs, inconsistent expectations, or lack of engagement--through positive interventions, staff training, and stronger school-family partnerships.
4	The total enrollment of students at Florence Hill Elementary has significantly declined over the past five years, impacting both funding and resource allocation. In 2020, the total student enrollment was 583 and in 2025, the total student enrollment is 485.	The declining student enrollment can be attributed to demographic shifts in the local community, including increasing number of charter school within the district and an increase in families moving to neighboring districts (student mobility) due to housing affordability. There are also other options in the local community for families to chose from.
5	The high rate of teacher turnover at Florence Hill Elementary contributes to inconsistency with instructional practices, which impacts student learning.	Lack of inconsistent campus and classroom expectations for students have lead to a sharp increase in significant student outbursts, which has in turn lead to certified teachers leaving the profession or seeking employment at other schools.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There was a decline in student performance in Reading and Math in 3rd, 4th and 5th grades.

There is a need for professional development for teachers so that they may design clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners. Essentially, during PLCs standards need to be broken down and documented in their lesson planning, from breaking down the standards to their alignment to STAAR.

2
★

There were extensive classroom disruptions in many of the classrooms.

There is a need to develop essential consistent routines and procedures throughout the campus that may be implemented in a systematic way in order to proactively address student behavior.

3
★

There is a need for horizontal and vertical alignment in PLC instructional efforts. Current PLC meetings focus on collaboration and data-driven decision making, yet there are inconsistencies in the implementation of best teaching practices across grade levels.

There is a need for alignment between standardized test scores, classroom assessments, student portfolios (projects) and teacher support. Inconsistent alignment of PLC practices across grade level teams may result in lack of implementation of best practices, lack of student academic achievement and the overall impact of teaching quality.

★ = Priority



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 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Provide differentiated small group literacy instruction in all PK-3rd classrooms using evidence-based phonics, vocabulary, and comprehension interventions, with ongoing teacher professional development in small group/intervention group reading.

Strategy's Expected Result/Impact: Increased identification and support of students at risk for reading difficulties will accelerate growth, moving more students toward grade-level proficiency.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coach)

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.

Strategy's Expected Result/Impact: Higher math proficiency, reasoning skills, and student confidence.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coach).

Formative Reviews

Some Progress

November

January

March

June

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

Evaluation Data Source: Not applicable, Florence Hill Elementary is a PK through 5th grade level campus.

Measurable Objective 4 **High Priority**

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 Source: Skyward Discipline Data

Strategy 1

Reinforce consistent PBIS expectations across all classrooms with clear behavior lessons, praise systems, and reteach opportunities when expectations are not met. Use visuals, role-play, and student-created videos to model expected behaviors.

Strategy's Expected Result/Impact: Students will build stronger peer relationships and reduce repeated disciplinary incidents, resulting in 0 ISS and OSS placements same as last year.

Staff Responsible for Monitoring: Campus Leadership Team and counselor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Praise Systems- Teachers use consistent language and cues to praise positive behavior ("Thank you for showing responsibility by turning in your work on time!). Create a "Wall of Fame" or shoutout board for students who consistently meet expectations.

Strategy's Expected Result/Impact: Students will build stronger peer relationships and reduce repeated disciplinary incidents, resulting in 0 ISS and OSS placements same as last year.

Staff Responsible for Monitoring: Campus Leadership Team and counselor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

Reteach Opportunities- When expectations are not met, students attend a brief reteach session during lunch or advisory. Use reflection sheets and goal-setting to help students understand and improve behavior.

Strategy's Expected Result/Impact: Students will build stronger peer relationships and reduce repeated disciplinary incidents, resulting in 0 ISS and OSS placements same as last year.

Staff Responsible for Monitoring: Campus Leadership Team and Counselor.

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 5 **High Priority**

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 Source: Survey Data & Sign-In Documents

Strategy 1

At Florence Hill Elementary, we will leverage a variety of communication channels--such as emails, text messages, social media, and newsletters--to provide all families with timely, clear, and easily accessible information about district and campus events. Communication will be presented in both English and in Spanish. The newsletter is sent via email and parents are able to change it to a variety of home languages, including Vietnamese.

Strategy's Expected Result/Impact: By the end of the school year, 90% of families will receive timely communication about district and campus events, resulting in increased event awareness and participation.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Counselor, Instructional Coach)

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Florence Hill Elementary will implement a Pk-5 attendance incentive program focused on lower grades (PK-Kinder) using visual, picture-based trackers and tangible rewards to promote consistent daily attendance.

Strategy's Expected Result/Impact: Increased Pk-5 student attendance rates, particularly in PK 3, PK 4 and Kindergarten, through consistent visual reinforcement and parent-student engagement. The use of picture-based incentives (e.g., sticker charts, classroom posters, and visual goal trackers) will help younger students internalize the importance of coming to school every day, supporting the campus goal of increasing ADA from 95% to 96%.

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 7 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1 Targeted Support Strategy

Provide during the school day intervention and enrichment in order to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.

Strategy's Expected Result/Impact: The number of students with growth points will increase on the STAAR 2026 Math and Reading.

Staff Responsible for Monitoring: Campus Leadership Team (CLT); Principal, Assistant Principal, Instructional Coach.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress			
November	January	March	June

Strategy 2

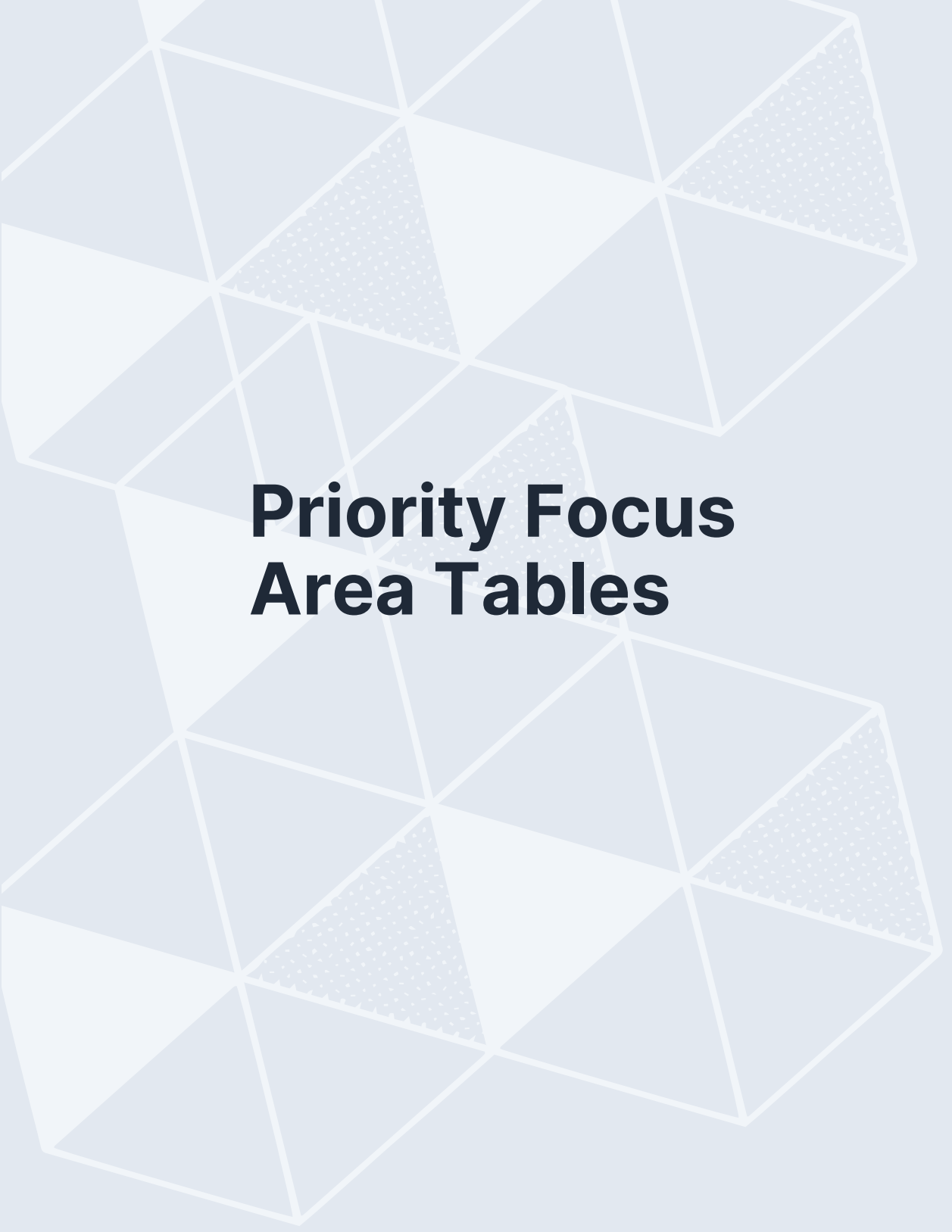
Incorporating hands-on interactive learning, investigative and experiments, and implementing visual literacy with fidelity for students to apply learning and increase rigor through professional learning, coaching and integration of ongoing professional development.

Strategy's Expected Result/Impact: The percentage of students scoring at Meets performance level will increase on 5th Grade STAAR Science assessment.

Staff Responsible for Monitoring: Core content area teachers and CLT.

Formative Reviews

No Progress			
November	January	March	June



Priority Focus Area Tables

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	7	1	Provide during the school day intervention and enrichment in order to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024