

Grand Prairie Independent School District



Garner Fine Arts Academy

2025-2026 Campus Improvement Plan

Mission Statement

We provide rigorous academics, an exemplary fine arts program, and build a lifetime of wellness while nurturing the gifts and talents of all.

Vision

We believe in challenging the status quo: we do education differently. We are turning education upside down by capturing our student;s heart in order to affect their brain!

Value Statement

We meet the individual needs of the whole child: academically, behaviorally, physically, and artistically.

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Comprehensive Needs Assessment

Demographics

Summary

Total enrollment of Garner Fine Arts Academy - 790 students. GFAA is made up of 56.19% female and 43.81% male. The demographics of the campus: Hispanic: 43.81%; African. Am.: 25.93%; White: 17.75%; Two or More: 7.02%; Asian: 4.73%; American Ind.: 0.77%. 39.97% are at risk.

Students in dyslexia: 3.96 %

Students who qualify for gifted and talented: 17.88 %

Emergent Bilingual students by program: Qualify for ESL: 8.30%; qualify for bilingual (approved ESL): 0.38%; qualify for bilingual/ESL, denied all services: 1.15%

Students who qualify for free/reduced lunch: students who qualify for free: 35.12%; students who qualify for reduced: 12.39%

Students who qualify for special education: 11.62 %

Students who are served under 504: 2.94%

Previous year data for discipline indicates 69 formal referrals. Of those referrals Males make up 76.81% and females make up the other 23.19%. The ethnicity make up of the referrals 39.13% Hispanic, 33.33% African. Am., 21.74% White, and 5.80% Two or More. 49 of these referrals were based on inappropriate behavior. 11 of the referrals were based on insubordination. 2 referrals were based on fighting. 2 were based on persistent misbehavior. Others were based on bullying, prohibited objects and threats.

Teacher/student ratio averages 22:1 but some rooms are 23:1.

100% of teachers are certified by the state with qualifications to teach their subject area/grade level.

5th grade - all returning teachers

4th grade - 4 returning teachers; 2 new hire/new to campus

3rd grade - 4 returning teachers; 2 new hire/new to campus

2nd grade - all returning teachers

1st grade - all returning teachers

KG - all returning teachers

PK - all returning teachers

PK aide - 2 returning teachers; 1 new hire/new to campus

Support staff - all returning teachers; 1 new to position, but not new to campus (GT)

Fine Arts - 9 returning teachers; 1 new hire/new to campus

Nurse and office - 4 new hire/new to campus - receptionist, Counselors (2), and Assistant Principal

Strengths

Diverse Student Population:

Hispanic (43.81%), African American (25.93%), and White (17.75%) students make up the largest demographic groups, indicating a rich cultural diversity that can enhance the learning environment through multiple perspectives and experiences. There is also representation from Asian (4.73%), American Indian (0.77%), and Two or More Races (7.02%), contributing to a well-rounded student body.

Gender Representation:

With 56.19% female and 43.81% male students, the school has a balanced gender ratio, allowing for a wide range of gender perspectives and contributions to activities and classroom discussions.

High Percentage of Gifted and Talented Students:

17.88% of students qualify for gifted and talented programs, which is a significant strength. This provides opportunities to build advanced academic programs, leadership opportunities, and enrichment activities that challenge higher-performing students.

Certified and Experienced Staff:

100% of the teachers are state-certified and qualified to teach their subject areas/grade levels, ensuring high-quality education across all grade levels.

Returning teachers in key grades (5th, 2nd, 1st, KG, and PK) contribute to continuity, stability, and the building of stronger relationships with students, which is beneficial for academic and emotional support. Support staff, such as aides and the nurse, also have experienced members, maintaining consistency in student care and administrative support.

Positive Student-Teacher Ratio:

With an average teacher-student ratio of 22:1, this provides an environment where teachers can give more individual attention to students, especially when compared to schools with higher ratios. Even classrooms with 23:1 are still within manageable ranges for individualized instruction.

Strong At-Risk and Supportive Programs:

Although 39.97% of students are classified as at-risk, the school's 3.96% of students receiving dyslexia services, 11.62% in special education, and 2.94% receiving 504 services indicate that there are structured programs in place to support students who need additional academic or behavioral interventions.

Discipline Data as a Learning Opportunity:

While there were 69 discipline referrals last year, the breakdown of data (with 39.13% Hispanic, 33.33% African. Am., 21.74% White, and 5.80% Two or More) gives the school an opportunity to reflect on its behavior management strategies and the stronger implementation of PBIS. The school's administration can use this data to target and refine interventions aimed at addressing behavioral challenges more equitably, particularly with male students who made up 76.81% of the referrals.

Socioeconomic Diversity:

A significant portion of students qualify for free (35.12%) and reduced lunch (12.39%), which allows the school to access additional resources, such as Title I funding, to support students from lower-income backgrounds with supplemental services, food programs, and academic support.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1
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Garner Fine Arts Academy (GFAA) faces challenges related to student discipline and inconsistent teacher continuity, particularly in the lower grades. Disproportionately high discipline referrals among male students and certain ethnic subgroups (Hispanic and African American students) suggest underlying behavioral and support issues.

The high rate of formal discipline referrals (76.8% male, 39% Hispanic, 33% African American) indicates potential gaps in behavioral intervention strategies and cultural responsiveness. Limited access to targeted social-emotional support programs could exacerbate these challenges, particularly for at-risk students, who make up nearly 30% of the population.

2
★

Teacher turnover and reassignments in tested grades (3rd and 4th) may contribute to instructional inconsistency, impacting student learning and social-emotional development, especially among at-risk and special needs populations.

Teacher reassignments and new hires in grades could disrupt instructional consistency, leaving older students without a stable learning environment, which is essential for early academic and behavioral development.

3

While 17.88% of students qualify for Gifted and Talented services, enrichment opportunities beyond the core GT program appear limited in classroom differentiation and leadership development across grade levels.

General education teachers may require ongoing coaching on how to embed enrichment tasks within daily instruction. Vertical alignment of advanced learning opportunities across grade levels is inconsistent, limiting deeper learning pathways for high-achieving students.

4

A total of 8.30% of students qualify for ESL and additional students qualify under bilingual/ESL but have denied services, indicating potential gaps in engagement and instructional differentiation for English language development.

Instructional strategies that support language acquisition are not consistently integrated across content areas. Limited family engagement around program benefits may also contribute to language support denials and uneven progress among Emergent Bilingual learners. Programs and resources may not be fully equipped to meet the academic and linguistic needs of its emergent bilingual students.

5

Despite having strong teacher certification and continuity in staffing, nearly 40% of students are identified as at-risk, with performance gaps observed among these students compared to the overall population.

Inconsistent implementation of targeted interventions, progress monitoring, and differentiated instructional practices across grade levels limits the academic growth of at-risk students. Teachers may require additional support in aligning Tier 2 and Tier 3 intervention strategies to core instruction.

Student Learning

Summary

Current School Year Data Collection:

Our data for 2024-2025 prior to taking 3-5 STAAR exams will be collected and analyzed. The following assessments will be taken:

K-5th MAP: Beginning of the year, middle of the year, end of the year

K-5th Quarter 1 summative

K-5th Quarter 2 summative

K-5th Quarter 3 summative

K-5th MAP fluency

Current MAP Data from Beginning of the year:

- Kindergarten students performed strongly, with a median achievement in the 81st percentile, placing half of the students in the top 20%. Notably, 50% of kindergarteners scored above the 80th percentile, though 6% of students fell in the 1st-20th percentile, indicating a need for targeted interventions for a small group of lower-performing students.
- In 1st grade, the median performance was at the 64th percentile, with 31% of students scoring above the 80th percentile, reflecting solid academic growth. However, 14% of students fell in the 1st-20th percentile, signaling a need for differentiated instruction to support those struggling in math.
- 2nd grade showed a median achievement at the 45th percentile, with a larger percentage of students (16%) scoring in the 1st-20th percentile, and 28% of students scoring between the 21st-40th percentile. This distribution suggests a significant group of students requiring additional support to reach grade-level proficiency.
- 3rd grade students performed well, with a median achievement at the 63rd percentile. 34% of students scored between the 61st and 80th percentile, and 20% exceeded the 80th percentile. However, 12% of students fell in the lowest percentile range, indicating the need for early interventions.
- 4th grade demonstrated strong performance, with a median score at the 64th percentile, and 28% of students exceeding the 80th percentile. While 13% of students scored in the lowest percentile range, most students are showing growth, requiring continued focus on those needing more support.
- In 5th grade, the median performance was at the 52nd percentile, with 25% of students scoring between the 61st and 80th percentile. However, 16% of students scored in the lowest percentile range, indicating that additional instructional strategies may be needed to help lower-performing students catch up.

Student Achievement:

Based on 2024 STAAR:

- A total of 915 STAAR assessments were administered across reading, mathematics, science, and social studies, with reading having 388 assessments and mathematics having 389.
- In reading, 327 out of 388 students (84%) scored at the *Approaches Grade Level* or above, while 228 students (59%) achieved the *Meets Grade Level* or above standard. Additionally, 108 students (28%) mastered the reading exam.
- For mathematics, 304 out of 389 students (78%) scored at the *Approaches Grade Level* or above, with 183 students (47%) meeting the grade level and 49 students (13%) mastering the content.
- In science, 76 out of 138 students (55%) scored at the *Approaches Grade Level* or above, 22 students (16%) met the grade level, and only 8 students (6%) mastered the material.
- Across all subjects, a total of 707 assessments (77%) resulted in students scoring *Approaches Grade Level* or above, while 433

assessments (47%) saw students meet the grade level or higher. Only 165 assessments (18%) resulted in mastery.

- The overall Student Achievement Domain STAAR Component Score is 47, based on the total percentage points accumulated from these assessments.
- Our overall Accountability A-F score is a C.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Total	Percentages
Number of Assessments	388	389	138		915	
Approaches Grade Level or Above	327	304	76		707	77
Meets Grade Level or Above	228	183	22		433	47
Masters Grade Level or Above	108	49	8		165	18
Total Percentage Points						142
Student Achievement Domain STAAR Component Score						47

Annual Growth:

1. Students who started in the Low Did Not Meet Grade Level category showed some growth, with 11 students progressing to the Approaches Grade Level and 2 students advancing to the Meets Grade Level. However, 10 students remained in the Low Did Not Meet Grade Level, highlighting the need for targeted interventions.
2. Of the students who began in the High Did Not Meet Grade Level group, 11 students advanced to the Approaches Grade Level, and 4 students improved to the Meets Grade Level. Despite this, 20 students stayed in the High Did Not Meet Grade Level, requiring additional support.
3. From the Low Approaches Grade Level group, 18 students reached the Meets Grade Level while 2 students mastered the grade level material. However, 6 students fell back to the Low Did Not Meet Grade Level, indicating a need for stronger support for those on the cusp of meeting standards.
4. In the High Approaches Grade Level category, 37 students progressed to the Meets Grade Level and 5 students achieved Masters Grade Level, showing significant growth. However, 11 students regressed to the High Did Not Meet Grade Level, emphasizing the importance of maintaining instructional focus for students nearing mastery.
5. Students who started at the Meets Grade Level demonstrated strong progress, with 74 students maintaining or improving their performance at the Meets Grade Level and 20 students reaching Masters Grade Level. This reflects success in supporting proficient students to achieve even higher levels of mastery.
6. Those who began at the Masters Grade Level continued to excel, with 42 students remaining at the Meets Grade Level and 77 students achieving Masters Grade Level, indicating strong outcomes for high-performing students.

This data analysis highlights areas of success in moving students towards higher achievement levels while also identifying key areas where interventions are needed to support students struggling to meet grade-level expectations.

Based on 2024 STAAR, our annual growth:

Annual Growth

	Current Year Performance on STAAR					
Prior Year Performance on	Low Did Not Meet Grade	High Did Not Meet Grade	Low Approaches	High Approaches	Meets Grade	Masters Grade

STAAR	Level	Level	Grade Level	Grade Level	Level	Level
Low Did Not Meet Grade Level	10	9	11	1	2	0
High Did Not Meet Grade Level	16	20	16	11	4	0
Low Approaches Grade Level	6	17	21	18	18	2
High Approaches Grade Level	1	11	8	22	37	5
Meets Grade Level	0	3	16	23	74	20
Masters Grade Level	0	0	0	7	42	77

Accelerated Learning - Current Year Performance on STAAR

Prior Year Performance on STAAR	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	55	39	6	0

Strengths

1. Kindergarten students demonstrated exceptional performance in the MAP assessment, with 50% of students scoring above the 80th percentile, highlighting strong foundational skills in math. This high level of achievement at the start of their academic journey indicates effective early learning programs.
2. 1st grade students showed solid academic growth, with a median performance in the 64th percentile. Notably, 31% of students scored in the top 20%, reflecting successful instructional strategies that are fostering continued development in math skills.
3. 3rd and 4th grade students exhibited strong performance, with median MAP scores in the 63rd and 64th percentiles, respectively. These grades also had a significant percentage of students (34% and 28%) scoring between the 61st and 80th percentiles, indicating strong achievement and progress towards mastery.
4. 5th grade students demonstrated continued growth, with 25% scoring between the 61st and 80th percentiles in math. The solid distribution of student achievement suggests that many students are on track for future academic success.
5. On the STAAR assessments, 84% of students in reading and 78% in mathematics scored at the *Approaches Grade Level* or above, demonstrating overall academic strength in core subjects.
6. 28% of students in reading and 13% in mathematics achieved *Masters Grade Level* on the STAAR, highlighting the high levels of mastery and proficiency among a subset of students.
7. In the High Approaches Grade Level category, significant growth was seen, with 37 students advancing to the Meets Grade Level and 5 students reaching Masters Grade Level, further reflecting the success of instructional interventions and differentiated instruction.
8. Students who started at Meets or Masters Grade Levels maintained their high achievement, with 74 students remaining at

Meets and 77 students achieving Masters across multiple subjects, indicating strong, consistent academic performance.

These strengths indicate that the school is successfully supporting a large portion of students to achieve grade-level standards, and many are excelling, especially in early grades and key subjects like reading and mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



While the gifted and talented program serves 138 students with specialized instruction from two dedicated professionals, the growing demand for enriched learning opportunities may strain the available resources, potentially limiting individualized attention and support for GT students.

The limited number of staff members dedicated to the GT program may hinder the ability to fully meet the diverse academic needs of all students, reducing opportunities for personalized instruction and advanced learning experiences.

2



While Professional Learning Communities (PLCs) aim to foster collaboration and data-driven decision-making, there may be inconsistencies in the implementation of shared strategies across grade levels, potentially limiting the effectiveness of improving student outcomes.

Inconsistent participation or alignment in PLC practices across teams may result in uneven application of instructional strategies, reducing the overall impact on teaching quality and student achievement.

3



Domain 1: Student Achievement - Math all students showed a decline from the 2023-2024 school year.

Teaching, learning, campus/district assessments, and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

4



Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2023-2024 school year to the 2024-2025 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

5



Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

 = Priority

School Processes & Programs

Summary

Garner Fine Arts Academy is a GPISD School of Choice which are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. Over the last several years, based on an outpouring of support from the community and staff, GPISD has successfully transitioned into a fully open-enrollment district, offering numerous Schools and Programs of Choice throughout the district.

Programs and Processes:

- **Gifted and Talented:**
Our gifted and talented program serves 138 students, providing enriched learning experiences through specialized instruction led by two dedicated professionals.
- **Dyslexia:**
Students with dyslexia receive targeted support through individualized interventions designed to improve reading skills, fostering confidence and academic success. Our programs are MTA or Lexia serviced by a service provider of dyslexia services. Currently 39 students are serviced with our dyslexia program.
- **Social Emotional Learning and Support:**
SEL programs focus on developing students' emotional intelligence, resilience, and interpersonal skills, contributing to a positive and inclusive school environment. This is intentionally provided through our guidance lessons with our counselors.
- **Handprints on Hearts:**
This mentoring program pairs students with staff members who provide guidance, support, and encouragement to foster emotional and academic growth. This program is established by our counselors and sign up is voluntary with staff who wish to have a mentee.
- **Fine Arts/Advanced Clubs:**
Our fine arts and advanced clubs offer students opportunities to explore their talents and interests in music, art, theater, dance, and advanced academics, promoting creativity and leadership. Clubs include synergy, ringers, dance, theatre, creates, archery, Destination Imagination, Showstoppers, lego league, girls who code, chess, minis, news crew and a beautification team.
- **3C's Program and Community Agreements:**
The 3C's—Connect, Communicate, Celebrate—guide our school community, emphasizing shared responsibility and mutual respect among students, staff, and families in any meeting space. We are connecting teachers, staff, and administrators with the goal of creating a positive culture and climate in all Grand Prairie ISD Campuses!
- **PBIS (Positive Behavioral Interventions and Supports):**
PBIS encourages positive behavior and reinforces a culture of respect and responsibility through structured rewards and recognition for students.
- **Kindness Crew:**
The Kindness Crew promotes a culture of empathy and compassion by leading school-wide initiatives that encourage acts of kindness and inclusivity.
- **NEHS:**
NEHS stands for the National Elementary Honor Society. It is an organization that recognizes outstanding academic achievement, leadership, service, and character in elementary students in grades 4-5. Modeled after the National Honor Society (NHS) for high school students, NEHS provides young students the opportunity to develop leadership skills and engage in service projects that benefit their school and community. Schools that sponsor NEHS chapters promote a sense of responsibility and citizenship among their students.

- **Arts Ambassadors:**
Arts Ambassadors serve as student leaders in the fine arts, promoting the value of creative expression and representing the school at community events. This is application based.
- **Technology:**
Students are 1-to-1 technology and benefit from integrated technology in the classroom, enhancing learning through digital tools and platforms that support 21st-century skills development.
- **Professional Learning Communities (PLCs):**
PLCs foster collaboration among teachers, allowing for data-driven decision-making and shared strategies to improve instruction and student outcomes.
- **Weekly Staff Newsletter:**
Our weekly staff newsletter keeps teachers informed with timely updates, important resources, and professional development opportunities to support effective teaching.
- **Monthly Parent Smore:**
The monthly Parent Smore provides families with engaging and accessible updates about school events, important information, and ways to stay involved in their child's education.
- **Parent Teacher Association (PTA):**
The PTA plays a vital role in building a strong home-school connection by organizing events, fundraising, and providing volunteer support to enhance the student experience.

1. How are our students performing overall, compared to other similar schools/school systems?

Garner Fine Arts Academy's student performance can be assessed through **state standardized tests (STAAR)**. A comparison with similar charter schools and local public schools both out of and in the Grand Prairie ISD are displayed on the comparative forty list. **The issuance of 2024 A-F ratings remains pending and subject to change**

2024 Preliminary Accountability Report Card - Elementary School							
What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component							
Campus Name	GARNER FINE ARTS ACADEMY			Campus Number	057910121		
%EcoDis (Fall 2023 Snapshot)	48.9						
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total	
Domain I - Student Achievement STAAR Performance	47	75	C	Best Scale Score: 75 Domain I or Domain II	70%	52.5	
Domain II - School Progress (Better of Part A or Part B)		74	C				
Part A - Academic Growth	66	74	C				
Part B - Relative Performance	47	70	C				
Domain III - Closing the Gaps	39	72	C	Domain III Scale Score	30%	21.6	
					Overall Score	74	
					Overall Letter Grade	C	

based on judicial rulings.

2. How are our subgroups performing?

The performance of subgroups, including by **race/ethnicity, gender, English proficiency, students with disabilities, Section 504 plans, and economic status**, can be tracked through disaggregated STAAR data.

Groups	All Students	Two Lowest Performing Ethnic/Racial Groups from Prior Year						Academic Growth in RLA (EL/MS)									
(Targets)		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Prev Yr Perf	65	69	59	71				75
									Curr Yr Perf	72	68	69	86				75
									Points	3	3	3	3				3
Academic Achievement (RLA)								Academic Growth in Mathematics (EL/MS)									
Prev Yr Perf	59	59	53	71		67	65	Prev Yr Perf	67	74	64	63				69	
Curr Yr Perf	59	56	54	73		70	61	Curr Yr Perf	59	54	60	62				59	
Points	3	3	3	3		2	3	Points	0	0	0	0				0	
Academic Achievement (Mathematics)								SQSS: STAAR ONLY (EL/MS)									
Prev Yr Perf	49	52	41	61		58	65	Prev Yr Perf	51	50	46	61	67			62	
Curr Yr Perf	47	41	40	64		80	57	Curr Yr Perf	47	44	43	60	65			50	
Points	0	3	0	3		2	3	Points	3	3	3	3	0			0	

3. Are indicators available to suggest individual student growth/longitudinal data? What does this data tell us about individual student learning?

Longitudinal data on student growth can be gathered through regular formative assessments, benchmark tests, and progress-monitoring tools like **NWEA MAP** or other district-level growth measures. This data helps determine how individual students are progressing over time, providing insights into strengths and areas that need support.

4. How do our formative results compare to our summative results?

The comparison between **formative** (ongoing classroom assessments, module assessments, quarterly summatives) and **summative results** (STAAR) can reveal whether classroom instruction and assessments are aligning with state standards. Ideally, if formative assessments are effective, summative results should reflect student readiness and proficiency. Formative assessments are being tracked through progress monitoring to determine individual growth.

5. How are our formative results used to improve student learning and/or classroom teaching?

Formative results are used to adjust teaching strategies. Teachers at Garner Fine Arts Academy can use real-time assessment data to identify student learning gaps, differentiate instruction, and provide timely interventions through **small group instruction, tutoring, or targeted activities**.

6. How are our youngest learners (PreK-3rd) performing in ELA and Math? (Consider subgroups)

For early grades, performance in **ELA and Math** can be measured using tools like **TPRI (Texas Primary Reading Inventory)**. These assessments help track literacy and numeracy skills development, while subgroup performance could reveal early gaps that need addressing, especially for **English Language Learners (ELL)** or students with disabilities.

7. What programs do we have in place to address struggling or at-risk students?

Programs such as **Response to Intervention (RtI)** and **differentiated instruction** are essential for addressing the needs of at-risk students. Garner likely has interventions such as **targeted tutoring, after-school programs, or inclusion models for students with disabilities**. Reviewing data from these programs can determine if they meet the needs of students in general education, Section 504, and special education.

8. What additional help do we offer to students who are failing or retained?

Garner Fine Arts Academy may offer **intensive remediation, individualized education plans based on referrals and qualifications (IEPs), or recommended MyCamp** for students at risk of retention, failing or in need of intervention to avoid summer slide. These interventions, combined with progress monitoring, help identify student needs and adjust teaching to meet them.

9. How is academic success measured with regards to our local educational programs?

Local programs are evaluated through a combination of **standardized test scores, classroom assessments, student portfolios, and teacher evaluations**. Performance data and growth metrics are used to assess the effectiveness of fine arts programs, core academic areas, and interventions.

10. What percentage of our students are on track to graduate on time?

For an elementary school, this question could be considered in the context of whether students are progressing to the next grade level on time. Data from **benchmark exams, retention rates, attendance, and literacy/math proficiency levels** would indicate whether students are on track for long-term success, with interventions in place to support struggling learners.

11. Are our students College and Career Ready when they graduate?

Since this is an elementary school, college and career readiness indicators might be focused on foundational academic skills, including **reading proficiency by 3rd grade** and **critical thinking skills**. Programs fostering creativity, problem-solving, and fine arts development could contribute to long-term readiness for more advanced academic challenges.

12. How is Response to Intervention (RtI) being implemented?

RtI is implemented through **tiered interventions** where students receive increasingly targeted support based on

their level of need. Data such as **progress monitoring** and **intervention outcomes** can show whether RtI is effectively addressing student gaps. Success can be measured by fewer referrals to special education and improved academic performance.

13. What do classroom observations reveal about the correlation between student success and teacher effectiveness?

Classroom observations can reveal the quality of **differentiated instruction, classroom management, and engagement** strategies. Administrators often use teacher evaluations and walk-through data to correlate student success with **teacher effectiveness**. Professional development plans may then be tailored to address areas of need.

Strengths

- Continuous monitoring and assessment of subgroups help identify areas requiring targeted intervention.
- Data-driven approach enables informed decision-making for closing achievement gaps.
- Proactive tracking and assessment systems in place, utilizing tools like benchmark testing and formative assessments.
- Alignment between formative and summative assessments helps maintain focus on state standards.
- Effective use of formative data for real-time instructional adjustments and targeted interventions.
- Teachers use data to implement timely interventions and differentiated support.
- Strong early intervention programs focused on literacy and numeracy skills development.
- Use of early diagnostic tools like TPRI to catch learning gaps early and provide support.
- Comprehensive intervention programs (RtI, tutoring) are in place to support struggling and at-risk students.
- Holistic assessment of academic success, using state assessments, classroom data, and student portfolios.
- Integration of fine arts programs and advanced academia promotes a well-rounded approach to student development.
- Classroom observations provide valuable insights into the impact of teacher effectiveness on student outcomes.
- Ongoing professional development supports teacher growth and instructional quality, directly benefiting student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
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Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.

The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

2
★

While GFAA provides 1-to-1 technology to enhance learning, some teachers may not have adequate professional development to fully integrate digital tools into their instruction, potentially leading to underutilization of technology and inconsistent application across classrooms.

Limited training or professional development opportunities for teachers in effective technology integration may result in inconsistent use of digital tools, reducing their impact on student learning and development of 21st-century skills.

3
★

Curriculum and Instruction

The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

4
★

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.

★ = Priority

Perceptions

Summary

A GFAA survey was conducted last year to get more information from both parents and students.

Survey to parents was an informational survey geared towards a PTA application for the school of excellence award. The survey gave the following data:

Creating an inclusive environment:

- Over 95% of our families who completed the survey felt that they "always" are given information in their preferred language, but felt that information relative to connecting with other families, providing interpreters, and providing transportation for events was "unknown."
- Of the completed surveys, 50% of our families "always" feel welcome in the parent groups while 40% were "unknown" and the last 10% "frequently" feel welcomed by other family groups.

Facilitate Parent-Teacher communication:

- Over 95% of our families who completed the survey felt that they "always" have the opportunity to meet their child's teacher before the beginning of the school year.
- Over 90% of our families who completed the survey felt that they "always" receive regular positive information about their child.
- Over 90% of our families who completed the survey felt that they "always" encourage families to communicate with the school.
- 70% of our families who completed the survey felt that they "always" are encouraged by PTA to communicate with the classroom teacher. 20% of our families were "unknown".
- Over 95% of our families who completed the survey felt that they "always" have school information in multiple ways.

Support Learning by Engaging Families:

- Of the completed surveys, 65% of our families "always" felt that school staff provides opportunities and resources for what they can do at home with their students to support learning.
- Of the completed surveys, 75% of our families "always" felt that the school involves them in decisions regarding learning.
- Of the completed surveys, 70% of our families "always" felt that the school encourages them to work with students at home and resources are provided online (website).
- Of the completed surveys, 50% of our families shared a need of desiring more support in terms of how to advocate for their child.
- Of the completed surveys, 90% of our families "always" felt that the school makes it easy for parent teacher conferences to be conducted in a timely manner.

Building Family Connections

- Of the completed surveys, 50% of our families "always" felt that they have a voice in making school-based decisions that impact the school, including but not limited to voices from all cultures. 40% of our families felt this information was "unknown" to them and 10% felt that this was "sometimes" or "frequently."

Community Partnerships

- The majority of our families want to see and/or are unfamiliar with community partnerships and what this looks like for an elementary campus.

Panorama Student School Climate/SEL Screener Survey

The Spring 2024 Panorama Social-Emotional Learning report for Garner Fine Arts Academy, covering grades 3-5, was created by Panorama Education. It shows that 70% of students at Garner Elementary feel a sense of belonging, which is a 1% decrease from the

previous survey. The district average for Grand Prairie ISD is 67%. Regarding teacher-student relationships, Garner Fine Arts Academy scored an average of 79%, with a slight decrease of 2% from the last survey, compared to the district average of 75%.

In more detailed results:

- 19% of students feel completely understood by the people at school, while 42% feel quite understood. 6% report not feeling understood at all.
- 15% of students feel they receive a tremendous amount of respect from adults at school, while 43% feel they are shown quite a bit of respect, though 4% feel no respect at all.
- 52% of students feel they completely belong at school, while 22% feel they belong quite a bit. However, 5% do not feel they belong at all.

In terms of teacher-student relationships:

- 44% of students feel their teacher would be extremely concerned if they were upset, and 45% believe their teacher always wants to know how they are doing.
- 58% of students feel their teacher is extremely respectful towards them, while 58% would be extremely excited to have the same teacher again next year.

The Spring 2024 Panorama Social-Emotional Learning report for Garner Elementary, focusing on student competency and well-being for grades 3-5, was created by Panorama Education. It highlights key metrics related to student growth mindset, self-efficacy, self-management, and social awareness.

- **Growth Mindset:** 62% of students believe they can change important factors central to their school performance, a 1% decrease from the last survey. The district average for Grand Prairie ISD is 59%. For example, 34% of students feel it's completely possible to change their talents, while 53% believe they can change their behavior in class.
- **Self-Efficacy:** 58% of students are confident in their ability to succeed academically, marking a 4% increase from the previous survey, and exceeding the district average of 53%. In terms of understanding complicated ideas, 44% feel quite sure, while 11% are extremely sure they can grasp these concepts.
- **Self-Management:** Garner Elementary students scored an average of 72% in self-management, which is slightly above the district average of 66%. For instance, 65% of students report being polite to adults almost all the time, and 52% come to class prepared most of the time.
- **Social Awareness:** 69% of students feel they can empathize and understand others' perspectives, a slight 1% increase since the last survey. The district average stands at 65%. Notably, 53% of students care a tremendous amount about others' feelings, and 48% get along well with peers who are different from them.

Overall, the report shows positive trends in self-efficacy and social awareness, with areas for growth in self-management and growth mindset.

Strengths

1. **Creating an Inclusive Environment:** Over 95% of families feel they "always" receive information in their preferred language, indicating strong communication efforts towards inclusivity. This is a strength in ensuring parents are informed in ways that cater to their linguistic needs.
2. **Facilitating Parent-Teacher Communication:** A significant strength lies in the high level of parent-teacher engagement, with over 95% of families feeling they "always" have the opportunity to meet their child's teacher before the school year starts and receive regular, positive information about their child's progress. This suggests strong communication channels that help build trust between families and the school.
3. **Support Learning by Engaging Families:** 75% of families feel involved in decisions regarding their child's learning, and 70% believe the school provides resources to support learning at home, particularly online. This demonstrates strong family engagement in academic support.
4. **Building Family Connections:** Half of the families feel they have a voice in school decisions that impact the school community, including culturally diverse perspectives. This is a positive sign of efforts to build stronger family-school partnerships, though there is room for improvement in ensuring broader participation.
5. **Student Perceptions of Belonging and Respect:** The student survey highlights that 70% of students feel a sense of belonging, and 79% perceive strong teacher-student relationships. Additionally, 58% of students report feeling that their

teachers are extremely respectful, indicating positive relational dynamics between staff and students.

- 6. Self-Efficacy and Self-Management:** With 72% of students scoring highly in self-management and 58% in self-efficacy, there is evidence that students believe they can manage their emotions and behaviors and succeed academically, exceeding district averages.

These strengths in both family and student perceptions can serve as key points of focus for enhancing inclusive communication, building family partnerships, and further strengthening student social-emotional skills as part of the CIP.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
★

Low Family Engagement in School-Based Decisions and Connections with Other Families: There is a parental lack of awareness about their ability to participate. Additionally, many families are "unknown" or feel excluded in family groups, and community partnerships are unfamiliar to the majority of families

Lack of clear communication and structured opportunities for families to actively participate in decision-making and build connections with other families. The school may not be providing accessible information on how families can engage in community partnerships and family groups, resulting in low awareness and involvement.

2
★

Limited Awareness of Resources and Support for Advocacy and Family Learning at Home: 50% of families express a need for more support on how to advocate for their children, and only 65% of families feel that staff provide opportunities and resources for home-based learning. Additionally, 30% of families are either unaware or do not feel encouraged to communicate with classroom teachers by the PTA.

Inconsistent communication regarding available resources and support systems for families to advocate for their children and engage in their learning at home. The school may not be actively promoting or delivering clear instructions on how families can access these resources and advocate for their children's needs.

3
★

Decreased Student Sense of Belonging and Connection with School Staff: 70% of students feel a sense of belonging, which is a slight decline from the previous survey. Only 19% feel completely understood by people at school, and 15% feel they receive a tremendous amount of respect from adults. While 52% of students feel they completely belong, 5% report not feeling any sense of belonging.


Lack of personalized support and meaningful connections between students and staff may be contributing to a decrease in students' sense of belonging. Despite strong teacher-student relationships overall, there may be gaps in understanding and respecting individual student experiences, which affects student engagement and well-being.

4
★

The average daily attendance (ADA) rate at Garner Fine Arts Academy remains below our target, with chronic absenteeism disproportionately affecting at-risk students and contributing to achievement gaps in core academic areas.

Insufficient family engagement, inconsistent communication about the importance of daily attendance, and limited intervention systems for early identification and support of students with frequent absences have reduced the effectiveness of current attendance improvement efforts.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

While Professional Learning Communities (PLCs) aim to foster collaboration and data-driven decision-making, there may be inconsistencies in the implementation of shared strategies across grade levels, potentially limiting the effectiveness of improving student outcomes.

Inconsistent participation or alignment in PLC practices across teams may result in uneven application of instructional strategies, reducing the overall impact on teaching quality and student achievement.

2
★

While the gifted and talented program serves 138 students with specialized instruction from two dedicated professionals, the growing demand for enriched learning opportunities may strain the available resources, potentially limiting individualized attention and support for GT students.

The limited number of staff members dedicated to the GT program may hinder the ability to fully meet the diverse academic needs of all students, reducing opportunities for personalized instruction and advanced learning experiences.

3
★

Teacher turnover and reassignments in tested grades (3rd and 4th) may contribute to instructional inconsistency, impacting student learning and social-emotional development, especially among at-risk and special needs populations.

Teacher reassignments and new hires in grades could disrupt instructional consistency, leaving older students without a stable learning environment, which is essential for early academic and behavioral development.

4
★

Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.

The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

5
★

While GFAA provides 1-to-1 technology to enhance learning, some teachers may not have adequate professional development to fully integrate digital tools into their instruction, potentially leading to underutilization of technology and inconsistent application across classrooms.

Limited training or professional development opportunities for teachers in effective technology integration may result in inconsistent use of digital tools, reducing their impact on student learning and development of 21st-century skills.

6
★

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.

7
★

Curriculum and Instruction

The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

8
★

Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

9
★

Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2023-2024 school year to the 2024-2025 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

10
★

Domain 1: Student Achievement - Math all students showed a decline from the 2023-2024 school year.

Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

11
★

The average daily attendance (ADA) rate at Garner Fine Arts Academy remains below our target, with chronic absenteeism disproportionately affecting at-risk students and contributing to achievement gaps in core academic areas.

Insufficient family engagement, inconsistent communication about the importance of daily attendance, and limited intervention systems for early identification and support of students with frequent absences have reduced the effectiveness of current attendance improvement efforts.

12
★

Low Family Engagement in School-Based Decisions and Connections with Other Families: There is a parental lack of awareness about their ability to participate. Additionally, many families are "unknown" or feel excluded in family groups, and community partnerships are unfamiliar to the majority of families

Lack of clear communication and structured opportunities for families to actively participate in decision-making and build connections with other families. The school may not be providing accessible information on how families can engage in community partnerships and family groups, resulting in low awareness and involvement.

13
★

Limited Awareness of Resources and Support for Advocacy and Family Learning at Home: 50% of families express a need for more support on how to advocate for their children, and only 65% of families feel that staff provide opportunities and resources for home-based learning. Additionally, 30% of families are either unaware or do not feel encouraged to communicate with classroom teachers by the PTA.

Inconsistent communication regarding available resources and support systems for families to advocate for their children and engage in their learning at home. The school may not be actively promoting or delivering clear instructions on how families can access these resources and advocate for their children's needs.

14
★

Decreased Student Sense of Belonging and Connection with School Staff: 70% of students feel a sense of belonging, which is a slight decline from the previous survey. Only 19% feel completely understood by people at school, and 15% feel they receive a tremendous amount of respect from adults. While 52% of students feel they completely belong, 5% report not feeling any sense of belonging.

Lack of personalized support and meaningful connections between students and staff may be contributing to a decrease in students' sense of belonging. Despite strong teacher-student relationships overall, there may be gaps in understanding and respecting individual student experiences, which affects student engagement and well-being.

15
★

Garner Fine Arts Academy (GFAA) faces challenges related to student discipline and inconsistent teacher continuity, particularly in the lower grades. Disproportionately high discipline referrals among male students and certain ethnic subgroups (Hispanic and African American students) suggest underlying behavioral and support issues.

The high rate of formal discipline referrals (76.8% male, 39% Hispanic, 33% African American) indicates potential gaps in behavioral intervention strategies and cultural responsiveness. Limited access to targeted social-emotional support programs could exacerbate these challenges, particularly for at-risk students, who make up nearly 30% of the population.

★ = 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: Classroom teachers, Reading Teachers, and Campus Instructional Coaches.

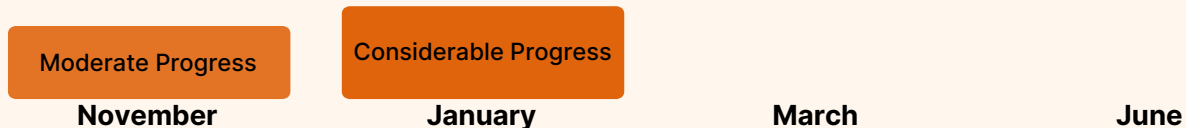
Problem Statements: Student Learning 2, 4 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

We will conduct consistent data-driven leadership and staff meetings to analyze BOY, MOY, and EOY reading data (MAP, iReady, district benchmarks) to identify trends, track progress, review data trackers for students, and determine intervention areas.

Strategy's Expected Result/Impact: The percentage of students at GFAA scoring Meets grade level or above on STAAR Reading will increase from 67% to 77% for 3rd grade, 61% to 71% for 4th grade, and 17% to 27% for 5th grade. All English test administrations by June 2030. (HB3 Goal)

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Student Learning 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

We will utilize instructional coach, partner teachers, and administrators to provide targeted Professional development once a month (primary pathways for K-2 and PD2 Practice for 3-5) targeted on depth and complexity and planning for gifted students. This PD can pertain to all students.

Strategy's Expected Result/Impact: The percentage of students at GFAA scoring Meets grade level or above on STAAR Reading will increase from 67% to 77% for 3rd grade, 61% to 71% for 4th grade, and 17% to 27% for 5th grade. All English test administrations by June 2030. (HB3 Goal)

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

Provide summer training for all available staff through "Get Your Teach On" which targets instructional practices and resources for staff and students. GYTO sessions use evidence-based strategies aligned to curriculum standards (like TEKS and Common Core) and emphasize hands-on learning, creativity, and building classroom "magic." Participants are trained with the intent to boost academic rigor, create high-engagement experiences, and implement new practices in their classroom

Strategy's Expected Result/Impact: Teachers will implement evidence-based strategies that are aligned to standards (such as TEKS and Common Core), resulting in higher instructional quality in the classroom. Staff will be equipped to design hands-on, creative lessons that boost student participation, academic rigor, and overall student success. GYTO experiences help increase teacher enthusiasm, collaboration, and retention by fostering a positive school culture and providing actionable tools. The professional development is designed for immediate application and ongoing growth, contributing to long-term gains in instructional effectiveness and student learning.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

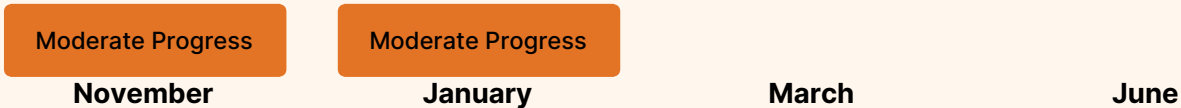
Problem Statements: Demographics 2 - Student Learning 2, 4 - School Processes & Programs 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Measurable Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>2 Teacher turnover and reassignments in tested grades (3rd and 4th) may contribute to instructional inconsistency, impacting student learning and social-emotional development, especially among at-risk and special needs populations.</p>	<p>Teacher reassignments and new hires in grades could disrupt instructional consistency, leaving older students without a stable learning environment, which is essential for early academic and behavioral development.</p>

Measurable Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 While the gifted and talented program serves 138 students with specialized instruction from two dedicated professionals, the growing demand for enriched learning opportunities may strain the available resources, potentially limiting individualized attention and support for GT students.</p>	<p>The limited number of staff members dedicated to the GT program may hinder the ability to fully meet the diverse academic needs of all students, reducing opportunities for personalized instruction and advanced learning experiences.</p>
<p>While Professional Learning Communities (PLCs) aim to foster</p>	<p>Inconsistent participation or alignment in PLC practices across teams may result in</p>

2

collaboration and data-driven decision-making, there may be inconsistencies in the implementation of shared strategies across grade levels, potentially limiting the effectiveness of improving student outcomes.

uneven application of instructional strategies, reducing the overall impact on teaching quality and student achievement.

3

Domain 1: Student Achievement - Math all students showed a decline from the 2023-2024 school year.

Teaching, learning, campus/district assessments, and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

4

Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2023-2024 school year to the 2024-2025 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

Measurable Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Curriculum and Instruction

The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

4

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.

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)

Strategy 1

Provide differentiated small group mathematics instruction in all PK-3rd classrooms using evidence-based numeracy, problem-solving, and conceptual understanding interventions, with ongoing teacher professional development in small group/intervention group math instruction

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

Staff Responsible for Monitoring: Classroom teachers and Campus Instructional Coaches.

Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

We will conduct consistent data-driven leadership and staff meetings to analyze BOY, MOY, and EOY reading data (MAP, iReady, district benchmarks) to identify trends, track progress, review data trackers for students, and determine intervention areas.

Strategy's Expected Result/Impact: The percentage of students at GFAA scoring Meets grade level or above on STAAR Math will increase from 60% to 70% for 3rd grade, 46% to 56% for 4th grade, and 17% to 27% for 5th grade. All English test administrations by June 2030. (HB3 Goal)

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

We will utilize instructional coach, partner teachers, and administrators to provide targeted Professional development once a month (primary pathways for K-2 and PD2 Practice for 3-5) targeted on depth and complexity and planning for gifted students. This PD can pertain to all students.

Strategy's Expected Result/Impact: The percentage of students at GFAA scoring Meets grade level or above on STAAR Math will increase from 60% to 70% for 3rd grade, 46% to 56% for 4th grade, and 17% to 27% for 5th grade. All English test administrations by June 2030. (HB3 Goal)

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

Provide summer training for all available staff through "Get Your Teach On" which targets instructional practices and resources for staff and students. GYTO sessions use evidence-based strategies aligned to curriculum standards (like TEKS and Common Core) and emphasize hands-on learning, creativity, and building classroom "magic." Participants are trained with the intent to boost academic rigor, create high-engagement experiences, and implement new practices in their classroom

Strategy's Expected Result/Impact: Teachers will implement evidence-based strategies that are aligned to standards (such as TEKS and Common Core), resulting in higher instructional quality in the classroom. Staff will be equipped to design hands-on, creative lessons that boost student participation, academic rigor, and overall student success.

GYTO experiences help increase teacher enthusiasm, collaboration, and retention by fostering a positive school culture and providing actionable tools.

The professional development is designed for immediate application and ongoing growth, contributing to long-term gains in instructional effectiveness and student learning.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 1, 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Measurable Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Teacher turnover and reassignments in tested grades (3rd and 4th) may contribute to instructional inconsistency, impacting student learning and social-emotional development, especially among at-risk and special needs populations.

Teacher reassignments and new hires in grades could disrupt instructional consistency, leaving older students without a stable learning environment, which is essential for early academic and behavioral development.

Measurable Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

While the gifted and talented program serves 138 students with specialized instruction from two dedicated professionals, the growing demand for enriched learning opportunities may strain the available resources, potentially limiting individualized attention and support for GT students.

The limited number of staff members dedicated to the GT program may hinder the ability to fully meet the diverse academic needs of all students, reducing opportunities for personalized instruction and advanced learning experiences.

2

While Professional Learning Communities (PLCs) aim to foster collaboration and data-driven decision-making, there may be inconsistencies in the implementation of shared strategies across grade levels, potentially limiting the effectiveness of improving student outcomes.

Inconsistent participation or alignment in PLC practices across teams may result in uneven application of instructional strategies, reducing the overall impact on teaching quality and student achievement.

3

Domain 1: Student Achievement - Math all students showed a decline from the 2023-2024 school year.

Teaching, learning, campus/district assessments, and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in

Our programming did not support the needs of growing students like other campuses did in the state that compare

4

growth from the 2023-2024 school year to the 2024-2025 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

to our school.

5

Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Measurable Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.

The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

4

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.

Measurable Objective 3 High Priority

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. GFAA is a PK-5 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

Implement Campus-Wide Positive Behavioral Interventions and Supports (PBIS) - Establish a consistent framework for PBIS across all grade levels, including regular staff training, clear behavior expectations, and proactive reinforcement systems such as recognition programs and restorative practices.

Strategy's Expected Result/Impact: Decrease in ISS, OSS, and DAEP assignments as students demonstrate improved self-regulation, respect for peers, and positive decision-making. Consistent application campus-wide will lead to an overall reduction in disciplinary referrals and placements.

Staff Responsible for Monitoring: Administration, Leadership Team, All staff

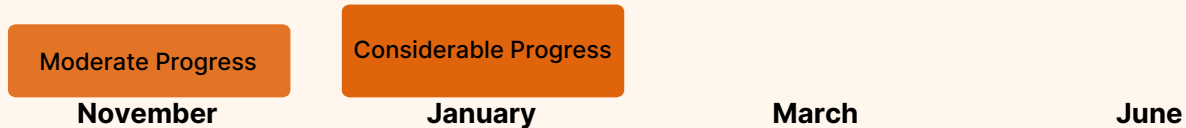
Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Increase Staff Capacity for Culturally Responsive Behavior Management - Provide targeted professional development on culturally responsive classroom management, conflict resolution, and trauma-informed practices, including mentoring and coaching cycles for teachers with higher referral rates.

Strategy's Expected Result/Impact: Reduction in disproportionality of discipline placements among male and minority students; improved staff ability to prevent and de-escalate behavioral challenges before they result in formal disciplinary action.

Staff Responsible for Monitoring: Administration, Leadership Team, All staff

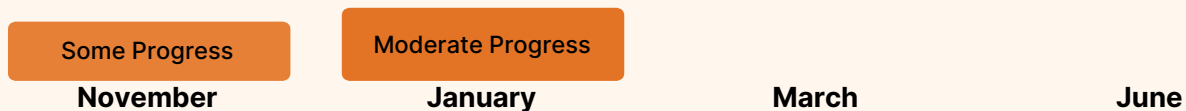
Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 1 - Perceptions 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

The campus will provide specific and targeted training to teachers through Capturing Kids Hearts to support skills and resources for building relationships with students, staff and families and maintain a strong relational capacity in our classrooms and on our campus. This framework is a campus wide expectation with the use of a social contract and it's appropriate implementation. The campus training provided is "Winning Culture" and the leadership training provided was "Leadership Blueprint"

Strategy's Expected Result/Impact: Improved student-staff relationships: Teachers and staff will demonstrate increased relational capacity and trust with students, leading to stronger classroom and campus cultures.

Positive classroom climate: Consistent implementation of social contracts and CKH protocols will foster safe, respectful, and engaging learning environments for all students.

Decrease in behavioral issues: Proactive relationship-building and social-emotional practices will reduce behavior incidents, leading to fewer disciplinary referrals and increased instructional time.

Increased engagement and academic success: Enhanced sense of belonging and connectedness for students will result in higher motivation, better attendance, and improved academic performance.

Enhanced family and community partnerships: Stronger teacher-family relationships will support collaborative problem-solving and increase family engagement in school events and student learning.

Staff Responsible for Monitoring: Administration, Leadership Team, All staff

Problem Statements: School Processes & Programs 1, 4 - Perceptions 3

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

District support provided through the Special Education program - training, discussion and implementation of Restorative Practices

Strategy's Expected Result/Impact: Create a safer, more equitable campus climate, reduce exclusionary discipline, and support the academic and social-emotional success of all students, especially those with disabilities.

Staff Responsible for Monitoring: Administration, Leadership Team, All staff

Problem Statements: School Processes & Programs 1, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

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Measurable Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Garner Fine Arts Academy (GFAA) faces challenges related to student discipline and inconsistent teacher continuity, particularly in the lower grades. Disproportionately high discipline referrals among male students and certain ethnic subgroups (Hispanic and African American students) suggest underlying behavioral and support issues.

The high rate of formal discipline referrals (76.8% male, 39% Hispanic, 33% African American) indicates potential gaps in behavioral intervention strategies and cultural responsiveness. Limited access to targeted social-emotional support programs could exacerbate these challenges, particularly for at-risk students, who make up nearly 30% of the population.

2

Teacher turnover and reassignments in tested grades (3rd and 4th) may contribute to instructional inconsistency, impacting student learning and social-emotional development, especially among at-risk and special needs populations.

Teacher reassignments and new hires in grades could disrupt instructional consistency, leaving older students without a stable learning environment, which is essential for early academic and behavioral development.

Measurable Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.

The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

4

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.

Measurable Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Decreased Student Sense of Belonging and Connection with School Staff: 70% of students feel a sense of belonging, which is a slight decline from the previous survey. Only 19% feel completely understood by people at school, and 15% feel they receive a tremendous amount of respect from adults. While 52% of students feel they completely belong, 5% report not feeling any sense of belonging.

Lack of personalized support and meaningful connections between students and staff may be contributing to a decrease in students' sense of belonging. Despite strong teacher-student relationships overall, there may be gaps in understanding and respecting individual student experiences, which affects student engagement and well-being.

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

Co-design family events with input from parent focus groups that celebrate the school's cultural diversity, such as Fine Arts showcases, multicultural nights, and interactive academic workshops that reflect the unique backgrounds of the student body.

Strategy's Expected Result/Impact: Broader representation and involvement at family events, fostering a more inclusive community climate and increasing parent sense of belonging on campus. Sustained engagement will contribute to stronger student motivation and support at home.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

Problem Statements: Perceptions 1, 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

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Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Low Family Engagement in School-Based Decisions and Connections with Other Families: There is a parental lack of awareness about their ability to participate. Additionally, many families are "unknown" or feel excluded in family groups, and community partnerships are unfamiliar to the majority of families

Lack of clear communication and structured opportunities for families to actively participate in decision-making and build connections with other families. The school may not be providing accessible information on how families can engage in community partnerships and family groups, resulting in low awareness and involvement.

2

Limited Awareness of Resources and Support for Advocacy and Family Learning at Home: 50% of families express a need for more support on how to advocate for their children, and only 65% of families feel that staff provide opportunities and resources for home-based learning. Additionally, 30% of families are either unaware or do not feel encouraged to communicate with classroom teachers by the PTA.

Inconsistent communication regarding available resources and support systems for families to advocate for their children and engage in their learning at home. The school may not be actively promoting or delivering clear instructions on how families can access these resources and advocate for their children's needs.

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

Strengthen Family Partnerships and Communication Around Attendance - Implement consistent family outreach through calls, texts, attendance letters, and parent meetings to address absences quickly. Collaborate with the attendance clerk, counselors, and assistant principal to ensure families understand attendance expectations and available support services.

Strategy's Expected Result/Impact: Increased family awareness of the importance of consistent attendance and early intervention when absences occur. Improved ADA will support higher student achievement and engagement, helping close performance gaps among at-risk students.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

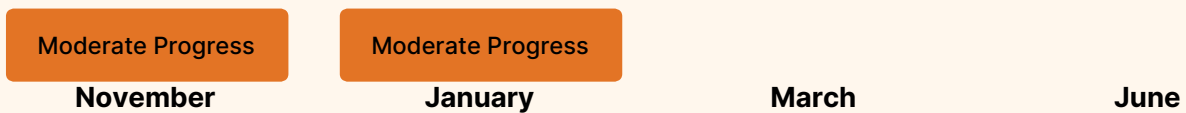
Problem Statements: Perceptions 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Build Positive Campus Culture and Incentives to Encourage Attendance Establish a campus-wide attendance recognition system that includes classroom competitions, monthly celebrations, and individual incentives for perfect or improved attendance. Reinforce the connection between attendance, academic success, and personal responsibility through classroom SEL lessons.

Strategy's Expected Result/Impact: Improved student motivation and sense of belonging, leading to fewer unexcused absences and a stronger school community. Consistent attendance will increase on-task learning time, contributing to improved behavior and readiness skills aligned to long-term academic success.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

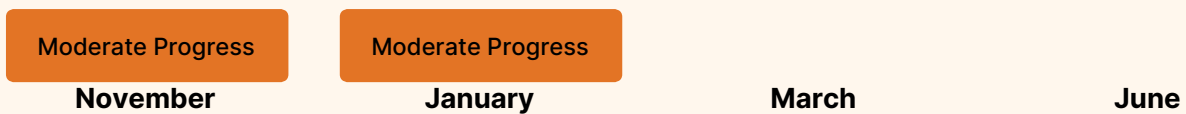
Problem Statements: Student Learning 5 - School Processes & Programs 1 - Perceptions 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Measurable Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5	Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.
	Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Measurable Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1	Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.
	The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

Measurable Objective 6 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4	The average daily attendance (ADA) rate at Garner Fine Arts Academy remains below our target, with chronic absenteeism disproportionately affecting at-risk students and contributing to achievement gaps in core academic areas.
	Insufficient family engagement, inconsistent communication about the importance of daily attendance, and limited intervention systems for early identification and support of students with frequent absences have reduced the effectiveness of current attendance improvement efforts.

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

Expand Student Exposure to Career and Leadership Pathways Through Fine Arts Integration - Integrate fine arts projects, enrichment clubs, and leadership opportunities that enhance creativity, problem-solving, and communication skills essential for future college and career readiness.

Strategy's Expected Result/Impact: Students demonstrate greater engagement in inquiry-based learning and leadership roles, building early college and career skills. Higher participation in enrichment and GT-related projects reinforces critical thinking and collaboration.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

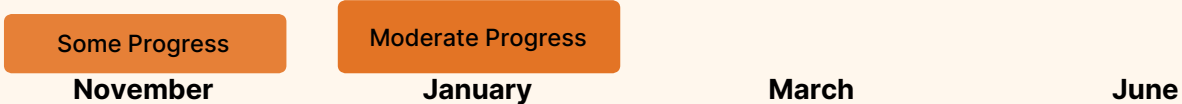
Problem Statements: Student Learning 1, 5 - School Processes & Programs 4

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Strengthen Social-Emotional Learning and Behavior Intervention Systems: Implement a campus-wide framework combining PBIS practices, SEL lessons, and restorative strategies to improve self-management, persistence, and responsible decision-making skills that align with CCMR behavioral competencies.

Strategy's Expected Result/Impact: Reduction in discipline referrals and improvement in student engagement and school climate. Students develop early foundational behaviors--such as perseverance and teamwork--that contribute to long-term CCMR readiness in secondary grades.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

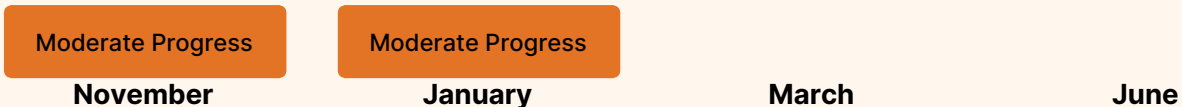
Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

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

Formative Reviews



Strategy 3

Strengthen Foundational Literacy and Numeracy Proficiency (Early CCMR Readiness) - Implement consistent, data-driven small-group instruction and progress monitoring in reading and math using formative assessments and intervention tools to close achievement gaps among at-risk students.

Strategy's Expected Result/Impact: Increased percentage of students meeting or exceeding grade-level expectations in reading and math by the end of each assessment cycle. Improved academic trajectory will support long-term readiness for advanced coursework and eventual CCMR indicators in secondary grades. Consider the "on track" data through NWEA.

Staff Responsible for Monitoring: Administration, Leadership Team, and School Staff

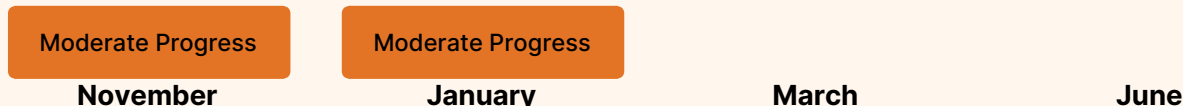
Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 4

To increase the percentage of students meeting college readiness standards in Math, GFAA will implement data-driven instruction and targeted interventions using 4th and 5th grade STAAR performance/growth data to identify and address student learning gaps. Provide focused tutoring, enriched STAAR test preparation activities, and differentiated instruction to support mastery of grade-level TEKS.

Strategy's Expected Result/Impact: Increase in the percentage of students achieving meets and masters grade-level standards on STAAR Math, leading to improved CCMR readiness through higher Texas Success Initiative (TSI) alignments and overall campus accountability scores.

Staff Responsible for Monitoring: Leadership, all staff

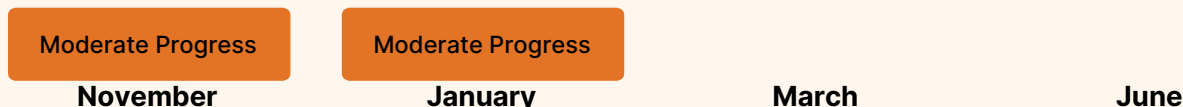
Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

To increase the percentage of students meeting college readiness standards in Reading, GFAA will use 4th and 5th grade STAAR Reading and Writing assessment data to tailor small-group and individualized reading interventions. Enhance instructional fidelity through professional development on TEKS-aligned literacy strategies and close monitoring of student progress for

timely adjustments.

Strategy's Expected Result/Impact: Improvement in STAAR Reading and Writing scores across all domains, resulting in greater numbers of students meeting or exceeding standards, positively impacting CCMR readiness metrics and enhancing campus academic performance ratings.

Staff Responsible for Monitoring: Leadership, all staff

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

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Strategy 6

To increase the percentage of students meeting college readiness standards in Science, GFAA will analyze 5th grade STAAR Science assessment data to identify strengths and weaknesses, then provide targeted teaching strategies such as inquiry-based labs and remediation sessions for students not meeting standards in lower grades. Collaborate in professional learning communities (PLCs) to share best practices and monitor student progress regularly.

Strategy's Expected Result/Impact: Increased student achievement on STAAR Science, leading to higher pass rates that contribute directly to CCMR outcomes and district accountability goals.

Staff Responsible for Monitoring: Leadership, All staff

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Measurable Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

While the gifted and talented program serves 138 students with specialized

The limited number of staff members dedicated to the GT program may hinder

1

instruction from two dedicated professionals, the growing demand for enriched learning opportunities may strain the available resources, potentially limiting individualized attention and support for GT students.

the ability to fully meet the diverse academic needs of all students, reducing opportunities for personalized instruction and advanced learning experiences.

2

While Professional Learning Communities (PLCs) aim to foster collaboration and data-driven decision-making, there may be inconsistencies in the implementation of shared strategies across grade levels, potentially limiting the effectiveness of improving student outcomes.

Inconsistent participation or alignment in PLC practices across teams may result in uneven application of instructional strategies, reducing the overall impact on teaching quality and student achievement.

3

Domain 1: Student Achievement - Math all students showed a decline from the 2023-2024 school year.

Teaching, learning, campus/district assessments, and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

4

Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2023-2024 school year to the 2024-2025 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

5

Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Measurable Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although the school provides social-emotional learning (SEL) through guidance lessons and the Handprints on Hearts mentoring program, participation in mentoring is voluntary, which may result in inconsistent support for students who need more intensive or targeted social-emotional interventions.

The voluntary nature of staff involvement in the mentoring program, coupled with limited SEL resources, may prevent at-risk students from receiving the continuous and individualized social-emotional support they need to succeed academically and emotionally.

4

Professional Development specific to needs

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Time is not allotted for necessary transitions or appropriate implementation.



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