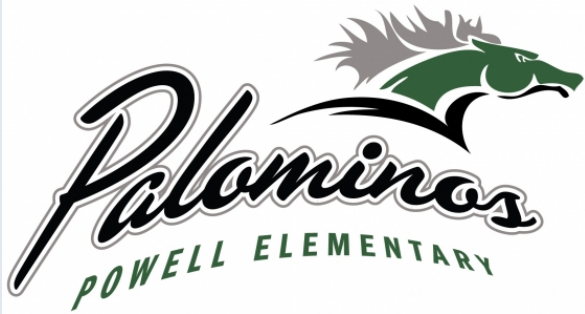


Grand Prairie Independent School District



Powell Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Colin Powell Elementary is located in South Grand Prairie in the heart of a middle class neighborhood surrounded by city conveniences. Our campus includes Pre-K3-5th grade students with an enrollment of 625 students. While the district trend has seen a decrease in enrollment, Powell Elementary has seen a significant increase since the 2022-2023 school year. Generations of families have attended our campus where we encourage hard work, high expectations, and academic excellence. Historically, we have been an “A” rated campus earning several distinctions over the years. Our parents and staff are extremely active and host a variety of experiences throughout the school year which are well attended. We are committed to building a welcoming atmosphere for the community and invest in empowering students to be involved and become the next generations of leaders through a variety of clubs including Student Ambassadors, Kindness Crew, Choir, Drum Club, Palomino Patrol, and Sports Clubs.

Our community is rich in diversity which is reflected in our student population: 35% Hispanic, 34% African American, 13% Asian, 12% White, and 5% Two or More Races. 33% of our students are classified as Economically Disadvantaged with 39% considered to be At-Risk. Provided programs and services at Powell include Special Education at 10%, 504 3%, GT 9%, and 12% English Language Learners.

In the 23-24 school year, 18 discipline referrals were given at Powell Elementary. Of the 18 referrals, 2 students were responsible for 55% of referrals written. The top three incidents include inappropriate behavior with 55%, 22% fighting, and 16% disruption. A total of 1 alternative school placements occurred in the 23-24 school year.

Our attendance rate for the 2022-2023 and 2023-2024 school year has been at 96%, above the district average of 93%. Attendance is a priority and we recognize students and classes on a daily basis for perfect attendance.

While the average district teacher turnover rate is 25%, Powell Elementary had a 6% turnover rate for the 2023-2024 school year, half of which were retirees, which speaks to our climate and culture. Our ethnic breakdown of our teachers includes 3% Asian, 15% African American, 18% Hispanic, 60% White, and 3% Two or More Races.

Average Teaching Experience

Years of Experience	#	Percentage
Beginning (1st Year)	0	0%
1-5 years	4	12%
6-10 years	8	25%
11-20 years	7	21%
Over 20 years	14	42%

Grade Level Enrollment

<u>Grade</u>	<u>Total Enrollment</u>
Pre-K3	37

Pre-K4	47
Kindergarten	93
1st	84
2nd	94
3rd	86
4th	91
5th	93

Strengths

- 63% of teachers have over 10 years of experience.
- Diverse student population
- 96% Attendance Rate (above District/State)
- Low discipline referrals
- Low teacher turnover rate
- Increasing enrollment rates

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Student demographic population does not correlate with teacher demographic breakdown.	Student demographics become more diverse each year and low staff turnover reflects previous student demographic populations.
2 ★ Enhanced communication is needed for families about services provided by the district and campuses.	A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

★ = Priority

Student Learning

Summary

The STAAR exam, which stands for the State of Texas Assessments of Academic Readiness, is a series of standardized tests used in the state of Texas to assess the academic achievement of public school students from grades 3 through 12. These exams are an integral part of the Texas education system and play a significant role in measuring student performance, evaluating school accountability, and informing educational policies. Powell results for 2024 in each subject area can be found below.

Powell Elementary has performed above the State and District in all content areas of the STAAR over the last several years. We have been an “A” rated campus earning all six TEA distinctions in 2017, 2018, 2019, 2022 in the following areas:

- ELA/Reading
- Math
- Science
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

	School Year	State	District	Campus
All Grades All Subjects				
At Approaches Grade Level or Above	2024			90%
	2023	76%	70%	91%
At Meets Grade Level or Above	2024			71%
	2023	49%	41%	71%
At Masters Grade Level	2024			37%
	2023	20%	15%	39%
All Grades ELA/Reading				
At Approaches Grade Level or Above	2024			92%
	2023	77%	70%	94%
At Meets Grade Level or Above	2024			75%
	2023	53%	45%	79%
At Masters Grade Level	2024			44%
	2023	25%	19%	51%
All Grades Math				
At Approaches Grade Level or Above	2024			91%
	2023	75%	69%	93%
At Meets Grade Level or Above	2024			73%

	2023	45%	37%	74%
At Masters Grade Level	2024			36%
	2023	19%	14%	40%
All Grades Science (5th)				
At Approaches Grade Level or Above	2024		48%	82%
	2023	77%	70%	78%
At Meets Grade Level or Above	2024		17%	52%
	2023	47%	35%	44%
At Masters Grade Level	2024		6%	19%
	2023	18%	11%	35%

	School Year	State	District	Campus
3rd Grade Reading				
At Approaches Grade Level or Above	2024	72%	70%	89%
	2023	75%	74%	91%
At Meets Grade Level or Above	2024	46%	44%	73%
	2023	48%	47%	70%
At Masters Grade Level	2024	20%	18%	44%
	2023	19%	20%	43%
4th Grade Reading				
At Approaches Grade Level or Above	2024	79%	77%	90%
	2023	76%	76%	94%
At Meets Grade Level or Above	2024	49%	46%	63%
	2023	46%	44%	77%
At Masters Grade Level	2024	22%	19%	30%
	2023	21%	20%	39%
5th Grade Reading				
At Approaches Grade Level or Above	2024	78%	77%	94%
	2023	80%	80%	95%
At Meets Grade Level or Above	2024	53%	54%	79%
	2023	55%	54%	81%
At Masters Grade Level	2024	28%	28%	53%
	2023	28%	25%	53%
3rd Grade Math				
At Approaches Grade Level or Above	2024	68%	64%	90%
	2023	72%	69%	90%
At Meets Grade Level or Above	2024	40%	35%	73%
	2023	43%	40%	63%
At Masters Grade Level	2024	15%	11%	30%
	2023	18%	15%	31%
4th Grade Math				
At Approaches Grade Level or Above	2024	67%	64%	82%
	2023	69%	69%	91%
At Meets Grade Level or Above	2024	44%	41%	58%

	2023	46%	45%	75%
At Masters Grade Level	2024	20%	17%	28%
	2023	21%	22%	47%
5th Grade Math				
At Approaches Grade Level or Above	2024	75%	74%	96%
	2023	79%	46%	79%
At Meets Grade Level or Above	2024	48%	46%	79%
	2023	49%	44%	78%
At Masters Grade Level	2024	19%	17%	46%
	2023	21%	17%	40%
5th Grade Science				
At Approaches Grade Level or Above	2024	56%	48%	82%
	2023	77%	70%	78%
At Meets Grade Level or Above	2024	26%	17%	52%
	2023	47%	35%	44%
At Masters Grade Level	2024	10%	6%	19%
	2023	18%	11%	35%

2024 State TELPAS Performance Summary

TELPAS measures the progress that ELLs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency assessments for ELLs in grades K–12 in the language domains of listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, and advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the TEKS curriculum

For the 23-24 school year, a total of 76 students at Powell were administered the TELPAS. The results are found in the table below.

Percentage of Students at Each Performance Level	Listening	Speaking	Reading	Writing	Composite
Beginning	8%	22%	16%	24%	11%
Intermediate	21%	38%	36%	34%	33%
Advanced	33%	29%	13%	25%	36%
Advanced High	38%	11%	36%	17%	21%

Strengths

- “A” rated campus
- Earning all six TEA distinctions in 2017, 2018, 2019, 2022 in all areas
- Consistently score above the state in Approaches, Meets, and Masters
- Low teacher turnover rate
- Consistent Professional Learning Community (PLC) meetings

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent bilingual students underperforming comparative to their counterparts and not making progress on TELPAS.	Implementation of effective ESL strategies, listening and speaking strategies with fidelity and consistency.
2 ★	Gains need to be made in our meets and masters categories in all tested subject areas.	High focus on moving students to approaches category and interventions are put into place for struggling students.

★ = Priority

School Processes & Programs

Summary

Grand Prairie ISD is an open enrollment district which offers families across the DFW metroplex an opportunity to choose either Schools of Choice or Traditional learning experiences. Colin Powell is a destination school of choice with an emphasis on traditional learning. Powell staff focuses on effective Tier I instruction within the classroom to maximize growth for all students. Staff is constantly exposed to innovative learning techniques and ways to improve student outcomes.

Powell Elementary offers a variety of unique educational experiences, providing students academic support to meet diverse needs through the following programs:

Gifted and Talented: Grand Prairie ISD Advanced Academics Program is committed to ensuring that our highest ability learners are challenged to meet their potential by providing appropriate curriculum and equitable learning opportunities that meet their social and emotional needs, interests, and areas of strength.

Dyslexia: In partnership with our parents, teachers, and administrators, the mission of Grand Prairie ISD Dyslexia Services is to provide students intensive, research-based, multisensory instruction in safe and nurturing classrooms focused on maximizing academic performance and supporting social-emotional needs.

Social Emotional Learning: Our counselor provides monthly SEL lessons for every grade level. Lessons are tailored to the specific needs for each grade level. According to The Collaborative for Academic, Social, and Emotional Learning, "Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Handprints on Hearts: Our counselor oversees the Handprints on Hearts Mentoring Program at the campus level. Volunteer mentors are paired with a student or a small group of students in various grade levels at each campus. The mentor works to build relationships with the students and to offer encouragement and guidance to help mentee students reach their full potential as students and as individuals. (GPISD counseling website)

3 C's Program: A district initiative that focuses on building relationships with students to enhance classroom management strategies. The 3 C's stand for Connect, Community, and Celebrate.

PBIS/ELEVATE: Pairs with the district 3 C's program to bring Positive Behavior Interventions and Supports with a focus on discipline strategies that change students behavior by teaching and reinforcing expectations. We have implemented ELEVATE at the campus level which encourages students to Engage Positively, Listen Attentively, Encourage Others, Value Respect, Act Responsibly, Think Before Acting, and Embrace Community.

Clubs: We provide the students with several after school clubs: Choir, Drum Club, and Theater Club. These different clubs provide our students an activity they may not get outside school. Our clubs perform both for the students and through performance night showcasing their work and talents. They also provide students the chance to explore and experience a potential passion or hobby they can further explore as they move on to middle school. Statistics show that many kids will come to school and work on making good grades for the chance to participate in these activities in middle/high school.

Kindness Crew: The counselor helps supervise the GPISD Be Kind initiative as a method to prevent bullying in our schools and to foster empathy in our students. One way the counselor does this is by working with the Kindness Crew to change the culture of the school by promoting kindness and compassion in the school community. The Kindness Crew

also promotes school community projects to encourage students to become emotionally connected and to cultivate respect for others.

Palomino Patrol: Palomino Patrol provides an opportunity for 5th graders to practice their social skills and learn responsibility. Students apply to be a part of patrol by completing an application. Students must have passing grades and good behavior at all times. Positions include: recyclers, flags, cones, greeters, nurse assistants, Pride Rally Helpers, gardeners, library assistance, and announcements. Leader works with staff to encourage the student's participation, monitor behavior and grades, and help when issues arise.

Student Ambassadors: Powell Student Ambassadors is a leadership program for students who exhibit leadership skills or the potential to develop. The students learn about four types of leadership, and they apply these skills learned by helping lead a variety of events on campus and in the community. This program helps students develop real-life skills needed to excel in the future.

Technology: GPISD is 1:1 and every student has an iPad. Staff is trained on effective use to maximize learning through various programs and apps.

Professional Learning Communities: PLC is a time in which we meet as a campus and/or grade level/content area community to grow professionally through shared learning experiences. Our PLC meetings are data driven and provide an opportunity for teachers to target instruction to what our students need in order to grow across content areas.

Weekly Newsletter (SMORE): Admin team sends out a communication WEEKLY to parents and staff highlighting important events and information. Grade levels are also responsible for creating and sending weekly updates.

Strengths

- Consistent Social Emotional Learning with monthly lessons
- Implementation of district initiatives
- Student leadership opportunities
- 1:1 Technology
- Destination school of choice
- Parent and staff weekly communication

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Effective and appropriate use of technology in the classroom.	Teacher training on how to effectively implement technology to increase high levels of thinking rather than replacement tasks.
2 ★ Increasing numbers of students referred and identified to the Gifted and Talented Program.	Teachers need more training and support on characteristics of a gifted and talented learner.

★ = Priority

Perceptions

Summary

Powell is a traditional elementary school consisting of a welcoming atmosphere, a variety of traditions, and high expectations for all to succeed in an ever-changing world. Our campus strives to enrich, grow, and produce life-long learners who will one day thrive in our community. We believe our students can achieve their personal and academic goals with the help and guidance of all stakeholders.

Our community supports us with active family involvement both during the school day and for afterschool activities. School sponsored events are well attended by our families and include Literacy Night, Math and Science Night, Curriculum Nights, grade level performances, and Principal Night.

Powell PTA is heavily involved, partnering with the school for fundraisers, spirit nights, fall festival, and Camp Grady Spruce.

Panorama Student School Climate/SEL Screener Survey

Each year, students in GPISD participate in the Panorama survey, which measures their perceptions of connection and belonging, as well as their strengths in self-efficacy, self-management, growth mindset, and social awareness. Students took the survey in Fall of 2023 and In Spring 2024.

Student Competency and Well-Being Measures

In the Panorama Social-Emotional Learning: Student Competency & Well-Being Measures survey, students respond to questions about how they perceive their own social-emotional skills

Grades 3-5: Student Competency and Well-Being

Topic	Fall 23 Campus	Fall 23 District	Spring 24 Campus	Spring 24 District
Self-Management	75%	66%	72%	66%
Social Awareness	72%	65%	70%	65%
Growth Mindset	61%	59%	63%	59%
Self-Efficacy	53%	50%	56%	53%

Student Supports and Environment

In the Panorama Social-Emotional Learning: Student Supports and Environment survey, students provide feedback on how well their school is meeting their needs.

Grades 3-5: Student Supports and Environment

Topic	Fall 23 Campus	Fall 23 District	Spring 24 Campus	Spring 24 District
Teacher-Student Relationships	79%	75%	79%	75%
Sense of Belonging	71%	68%	70%	67%

Strengths

- Strong community involvement
- Well attended events
- Consistent communication (weekly)
- A rated campus
- TEA distinctions
- Teacher tenure
- High demand for enrollment
- Generations of students that attended
- High expectations

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Prioritizing a campus culture of celebrating successes on a consistent basis.	Our campus focus on high performance can lead to decreased teacher-student relationship building.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student demographic population does not correlate with teacher demographic breakdown.

Student demographics become more diverse each year and low staff turnover reflects previous student demographic populations.

2
★

Enhanced communication is needed for families about services provided by the district and campuses.

A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

3
★

Emergent bilingual students underperforming comparative to their counterparts and not making progress on TELPAS.

Implementation of effective ESL strategies, listening and speaking strategies with fidelity and consistency.

4
★

Gains need to be made in our meets and masters categories in all tested subject areas.

High focus on moving students to approaches category and interventions are put into place for struggling students.

5
★

Prioritizing a campus culture of celebrating successes on a consistent basis.

Our campus focus on high performance can lead to decreased teacher-student relationship building.

6
★

Effective and appropriate use of technology in the classroom.

Teacher training on how to effectively implement technology to increase high levels of thinking rather than replacement tasks.

7
★

Increasing numbers of students referred and identified to the Gifted and Talented Program.

Teachers need more training and support on characteristics of a gifted and talented learner.

★ = 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, Admin, and Campus Instructional Coach

Problem Statements: Student Learning 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

Some Progress

November

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 Reading will increase from 64% to 70% for 3rd grade, 79% to 81% for 4th grade, and 67% to 70% 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

Funding Sources: Tutoring and intervention resources, substitutes for extended day planning 199 - SCE, \$2,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

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Measurable Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Gains need to be made in our meets and masters categories in all tested subject areas.

High focus on moving students to approaches category and interventions are put into place for struggling students.

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Implement vertical alignment meetings between grade levels to implement common vocabulary, and aligned conceptual math development and instructional strategies, pre-requisite skills. (i.e. number sense, math fluency, and problem solving etc.)

Strategy's Expected Result/Impact: MAP Growth RIT gains will increase in the areas of Number and Operations, Problem Solving, and Mathematical Reasoning.

Instructional gaps between grade levels will decrease as teachers use aligned strategies, visuals, and routines across classrooms.

Increased use of conceptual math talk and hands-on representations (manipulatives, visual models) during instruction.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 2

Funding Sources: Math resources 199 - SCE, \$2,000

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

Some Progress

November January March June

Strategy 2

Students will engage in data-driven Response to Intervention (Rtl) small groups designed to close learning gaps identified through District Assessments, MAP, i-Ready, and classroom exit tickets. Teachers will collaborate in Professional Learning Communities (PLCs) to plan targeted math instruction, analyze student data, and participate in ongoing observations and feedback cycles to strengthen instructional practices and improve overall student achievement in math. Teachers will incorporate spiral review and intervention time within the daily math block. Progress monitoring will be utilized to adjust instruction and regroup students.

Strategy's Expected Result/Impact: Student achievement data in math will show growth in targeted skill areas. Based on data analysis, students will be grouped for small group and tutoring based on areas of need. Lesson plans reflecting targeted small groups. Student data trackers. Walkthrough evidence of differentiated instruction.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Student Learning 2

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

Formative Reviews

Some Progress

November January March June

Measurable Objective 2 Problem Statements Identifying Student Learning

Problem Statement		Root Cause
2	Gains need to be made in our meets and masters categories in all tested subject areas.	High focus on moving students to approaches category and interventions are put into place for struggling students.

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. Powell is a PK - 5th grade 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

Powell will strengthen Social-Emotional Learning (SEL) and Restorative Practices by implementing weekly SEL lessons focusing on self-management, empathy, and conflict resolution. Provide staff professional development on trauma-informed practices and positive behavior strategies.

Strategy's Expected Result/Impact: Powell will see an 4% increase in self-management, empathy and conflict resolution based on end of year Panorama student survey results. Decrease in repeat behavior incidents.

Staff Responsible for Monitoring: Counselor
Teachers
Administrators

Problem Statements: Perceptions 1

Funding Sources: student incentives 199 - General Fund, \$2,000

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

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June

Strategy 2

Complete walkthroughs based on T-Tess Learning Environment Domain 3 and focus on implementation on campus and district initiatives. Provide feedback through the continuous coaching cycle.

Strategy's Expected Result/Impact: Decrease classroom behaviors and reinforce with positive behaviors and motivating students to get an opportunity to earn an incentive.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Perceptions 1

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

Formative Reviews

Moderate Progress

November

January

March

June

Measurable Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Prioritizing a campus culture of celebrating successes on a consistent basis.

Our campus focus on high performance can lead to decreased teacher-student relationship building.

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

Powell will strengthen communication and relationships through ongoing outreach and two-way Communication utilizing multiple platforms (Remind, BBComms, newsletters, social media, website) to share information, celebrate success, and invite feedback. Conduct "Family Connection" initiatives such as parent Informative meetings, parent-teacher goal-setting conferences, and classroom volunteer opportunities.

Strategy's Expected Result/Impact: By June 2025, there will be a 3% increase in the number of Pk-5 grade parents who report through annual surveys that campus communication is both clear and timely and is delivered through diverse communication methods that give parents the opportunity to participate in family events. PTA will help establish partnerships for continual school support.

Staff Responsible for Monitoring: All staff, PTA

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

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June

Strategy 2

Powell will build strong Home-School Connections through Family Engagement Events such as academic nights (Literacy, Math, and Science) that provide parents with hands-on learning activities to support student success at home. Offer flexible scheduling to increase accessibility. Collaborate with community partners to enhance family learning experiences.

Strategy's Expected Result/Impact: By June 2026, Powell will see 25% parent involvement participation during parent trainings, workshops, PTA programs or academic family events that positively impact students.

Staff Responsible for Monitoring: all staff

Problem Statements: Student Learning 2 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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June

Measurable Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Gains need to be made in our meets and masters categories in all tested subject areas.	High focus on moving students to approaches category and interventions are put into place for struggling students.

Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Prioritizing a campus culture of celebrating successes on a consistent basis.	Our campus focus on high performance can lead to decreased teacher-student relationship building.

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 1

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

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

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: Perceptions 1

Funding Sources: Attendance Incentives 199 - General Fund, \$1,000

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

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Prioritizing a campus culture of celebrating successes on a consistent basis.	Our campus focus on high performance can lead to decreased teacher-student relationship building.

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

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

Funding Sources: Math and reading resources 199 - General Fund, \$2,500

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Staff will implement a campus wide College and Career Day in which guest speakers will present students with information about future career opportunities.

Strategy's Expected Result/Impact: This will increase students' awareness and exposure to the variety of career opportunities available.

Staff Responsible for Monitoring: Counselor
Administration
Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

January

March

June

Measurable Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Gains need to be made in our meets and masters categories in all tested subject areas.	High focus on moving students to approaches category and interventions are put into place for struggling students.



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