

Grand Prairie Independent School District



School for the Highly Gifted

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading
, Academic Achievement in Mathematics, Academic
Achievement in Social Studies, Top 25 Percent:
Comparative Academic Growth, Top 25 Percent:
Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

To recognize, nurture, and develop highly gifted young people to become life-long scholars and leaders by providing an appropriately challenging and supportive academic environment which focuses on the joy of learning and the responsibility for bringing positive change to the world

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	19
Support Systems and Other Data	19
Priority Focus Areas	20
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	21
Policies, Procedures, and Requirements	29



Comprehensive Needs Assessment

Demographics

Summary

The School for the Highly Gifted (SHG) serves as an extension of the gifted and talented programming in Grand Prairie Independent School District (GPISD) in order to better meet the needs of the highly gifted students in the community. As the highly intelligent can be found in every race, gender and socio-economic background, SHG's ethnic distribution is also diverse with our current population as follows: 23% African American, 30% Asian, 20% White, 18% Hispanic, 8% two or more, and 1% American Indian. Our English language learner population is 10% and 34% of our students are receiving free or reduced fee meals. 8% of our students are served by special education and 14% of our students are served by 504.

Our 2024-2025 attendance rate was 98%. Every one of our student population qualifies for the gifted and talented program and represents the top 1-2% of the gifted population in GPISD.

From the beginning of our school's founding, SHG has made a focused effort to hire high quality staff members that understand the unique needs of the highly-gifted learner. We partner with the community for service projects and open up our parent university sessions to the GT population as a whole and not just our school population.

Strengths

Our school demographics and strong support systems are definitely strengths upon which our school relies. 100% of our students qualify as a highly gifted learner in the district's gifted and talented (GT) program. The students scored in the top 1-2% of the district's GT population on aptitude/cognitive testing and were at least 1-2 years above grade level in both reading and/or math achievement in order to qualify to attend our school. We also have high levels of parent and community support as well as staff retention.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Our students can experience limiting social and emotional struggles, and we would like to ensure that weekly time and lessons are spent on social-emotional learning as well as academic content.	Highly-gifted students can be asynchronous in their development leading to social-emotional challenges.
2 ★ Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/ knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.	Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

★ = Priority

Student Learning

Summary

Students at the School for the Highly Gifted (SHG) qualify for enrollment through high aptitude and achievement scores. During the school year, students are tested in math and reading with a MAP test in the beginning, middle, and end of year. Third through fifth grade students will take both the math and the reading STAAR exams. Additionally, the fifth grade students will take the science STAAR exam. Students in middle school (Grades 6-8) will take STAAR or EOC exams depending on student's assigned course. All students' progress will be monitored throughout the year to ensure students are making a year's growth or more in each subject area.

For the 2024-2025 school year, our overall rating was an A with a Scale Score of 97%. In comparison, 2023-2024, our overall rating was an A with a Scale Score of 97%.

Strengths

In 2024-2025, 100% of students achieved Approaches or better in all their STAAR/EOC assessments. In 2024-2025, Algebra I students performed at 91% mastery while Biology students performed at 85% mastery. Grades 4-7 Reading achieved mastery rates at the 94% or above; and Grades 5, and 7 Math achieved mastery rates at 80% or above. G8 US History achieved 77% mastery.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ 2024-2025 data indicates, 100% of 5th grade students Approached, 55% Met, and 20% Mastered standard on Science STAAR. We would like these numbers to be 100%, 100%, and 70% respectively for the 2024-2025 school year.	GT science courses often emphasize inquiry, creativity, and conceptual depth, while STAAR prioritizes precision, specific vocabulary, and mastery of TEKS-aligned factual knowledge. Explicitly taught test language is needed to decode STAAR wording patterns and emphasize key TEKS verbs ("compare," "identify," "infer," etc.).

★ = Priority

School Processes & Programs

Summary

School for the Highly Gifted (SHG) is a 1st-8th grade campus that serves highly gifted learners. Our elementary grade levels use differentiation and enrichment to provide students with the leveled instruction needed to continue to grow. We utilize progress monitoring at the beginning, middle, and end of the year to inform the Individualized Learning Plan (ILP). In middle school, the course offerings allow for students to take many high school courses including Algebra I, Geometry, Algebra II, Pre-Calculus, English I, Biology, Spanish I-IV, Pre-AP Spanish, and several electives. All of our courses in middle school are at the Advanced level. Our school employs a headmaster, gifted and talented facilitator, counselor, and teachers. We have a Career and Technology elective course that middle school students take each year. In addition, we have a Skills USA chapter, Business Professionals of America (BPA), National Elementary Honor Society (NEHS) chapter, National Junior Honor Society (NJHS) chapter, and many other competitive clubs.

Strengths

Our Pursue Your Passion program is a weekly component of our curriculum that allows students to choose a club to participate in for each semester. The clubs focus on creative problem solving and development of talents through a specific passion focus. Some of the club choices include Destination Imagination, First Lego League Robotics, Math Pentathalon, Skills USA, Chess Club, Art Club, Music Club, and Theater Club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Students need additional support to self-regulate and accurately self-evaluate their own learning.	Gifted students often have a skewed perception of the quality of the work they are producing.

 = Priority

Perceptions

Summary

The School for the Highly Gifted actively seeks out partnership opportunities with both families and the community. We follow all local board policy in creating a campus improvement committee which utilizes staff, parents, community members, business representatives, and district level support personnel. As we grow, we continue to work towards creating multiple opportunities for parents to enrich the school environment during the school day, after school activities, as well as parent organizations and meetings. In addition to traditional offerings such as PTA, CIC, and academic parent nights, the School for the Highly Gifted offers Parent Engagement nights in order to help parents better understand and collaborate with each other regarding the unique needs of the gifted learner. We also seek to create a culture and climate of high engagement, high rigor, and high expectations. A focus on staff, student, and parent development is key to the mission and vision of our school. Our campus utilizes innovative techniques and fosters a twenty-first century learning environment.

Strengths

We have many strengths related to culture, climate, values, and beliefs. First of all, we have actively involved parents and extended families. As a School of Choice, all families have made the decision to attend our school without an attendance zone. Our unique school structure enables more flexibility for community involvement opportunities. Small campus size leads to high levels of commitment and teamwork. We have high levels of parent involvement, and interpersonal relationships among students are positively impacted by being in a small environment with like-minded peers.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Students need additional support with social-emotional learning and how to manage inter-personal conflicts.	Gifted students asynchronous development can lead to a disconnect between maturity and cognitive levels, increasing conflict between peers.
2 We need to increase the amount of feedback from teachers to parents on student progress and current academic tasks.	Parents feel that they are unaware of their student's progress, and would like more communication.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

2024-2025 data indicates, 100% of 5th grade students Approached, 55% Met, and 20% Mastered standard on Science STAAR. We would like these numbers to be 100%, 100%, and 70% respectively for the 2024-2025 school year.

GT science courses often emphasize inquiry, creativity, and conceptual depth, while STAAR prioritizes precision, specific vocabulary, and mastery of TEKS-aligned factual knowledge. Explicitly taught test language is needed to decode STAAR wording patterns and emphasize key TEKS verbs ("compare," "identify," "infer," etc.).

2
★

Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/ knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.

Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



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). (In 2024-2025, SHG achieved 100% Approached, 100% Meets, and 75% Masters)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Sustain and enhance early literacy proficiency by providing targeted, differentiated reading instruction and enrichment opportunities that promote mastery-level performance, foster a love of reading, and build advanced literacy skills in elementary students.

Strategy's Expected Result/Impact: While SHG students consistently exceed district benchmarks, ongoing attention to differentiated instruction, enrichment, and skill extension ensures that students not only maintain Meets proficiency but also increase the percentage achieving Masters. For twice-exceptional learners, providing advanced literacy challenges while supporting any individual reading needs maximizes growth and engagement.

Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers

Problem Statements: Student Learning 1

Funding Sources: 199 - SCE,

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

January

March

June

Measurable Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
12024-2025 data indicates, 100% of 5th grade students Approached, 55% Met, and 20% Mastered standard on Science STAAR. We would like these numbers to be 100%, 100%, and 70% respectively for the 2024-2025 school year.	GT science courses often emphasize inquiry, creativity, and conceptual depth, while STAAR prioritizes precision, specific vocabulary, and mastery of TEKS-aligned factual knowledge. Explicitly taught test language is needed to decode STAAR wording patterns and emphasize key TEKS verbs ("compare," "identify," "infer," etc.).

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). (In 2024-2025, SHG achieved 100% Approaches, 100% Meets, and 69% Masters)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Maintain and enhance early mathematics proficiency by providing differentiated instruction, enrichment opportunities, and higher-order problem-solving experiences that promote mastery-level performance and mathematical reasoning for all students.

Strategy's Expected Result/Impact: While SHG students consistently exceed district benchmarks, targeted enrichment and advanced problem-solving experiences help increase the percentage of students achieving Masters while sustaining 100% Approaches and Meets. Twice-exceptional students benefit from rigorous, challenging tasks that stretch mathematical thinking while addressing any individualized learning needs.

Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers

Problem Statements: Demographics 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

NovemberJanuaryMarchJune

Measurable Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.	Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

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 (In 2024-2025, all 8th grade SHG students took the English I EOC with 100% Approaches, 100% Meets, and 54% Masters)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Communicate with parents and students a minimum of three times a year to revisit individual learning plans, formative data, and implementation of action plans.

Strategy's Expected Result/Impact: Individualize instruction for each student in the school

Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - SCE,

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Sustain and enhance 8th grade reading proficiency by providing rigorous, standards-aligned instruction, advanced literary analysis opportunities, and differentiated supports that promote mastery-level performance and prepare students for high school and beyond.

Strategy's Expected Result/Impact: SHG students consistently exceed district benchmarks, yet targeted enrichment and advanced literacy challenges help increase the percentage achieving Masters while maintaining Meets proficiency. Twice-exceptional learners benefit from instruction that stretches analytical thinking, interpretation, and evidence-based reasoning in literature and informational texts.

Staff Responsible for Monitoring: Headmaster, Facilitator, Teachers

Problem Statements: Demographics 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

January

March

June

Measurable Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.

Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

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

Strengthen social-emotional learning (SEL) and executive functioning supports to proactively address behavioral challenges and promote self-regulation, empathy, and positive peer interactions among twice-exceptional students.

Strategy's Expected Result/Impact: Our gifted and twice-exceptional population often exhibits asynchronous development--advanced cognition paired with heightened sensitivity or lagging emotional regulation. By embedding SEL and restorative practices into daily instruction and campus culture, we equip students with tools to manage stress, resolve conflicts, and engage productively with peers and staff.

Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - SCE,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.

Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

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

Enhance and sustain high levels of family engagement by providing differentiated, flexible, and meaningful opportunities for parents to connect, learn, and collaborate in support of gifted students.

Strategy's Expected Result/Impact: Our families are highly involved, yet their needs are unique-- seeking both community connection and specialized knowledge about gifted education. By deepening engagement through learning experiences, feedback opportunities, and virtual access, we build authentic partnerships that promote student success and maintain our strong participation levels.

Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers

Problem Statements: Demographics 2

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

Formative Reviews

Moderate Progress

November

January

March

June

Measurable Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.	Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

Measurable Objective 6 High Priority

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

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Maintain high student attendance by fostering a culture of engagement, belonging, and wellness that motivates students to be present every day.

Strategy's Expected Result/Impact: At a gifted and twice-exceptional campus, occasional absences often stem from stress, anxiety, or outside enrichment opportunities rather than disengagement. By focusing on student connection, wellness, and purposeful learning experiences, we ensure that students continue to view school as a place where they want to be.

Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - General Fund,

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

Formative Reviews

Moderate Progress

November January March June

Measurable Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.	Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.

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

Build a strong foundation for future College, Career, and Military Readiness (CCMR) by providing elementary and middle school students with opportunities to explore personal strengths, career pathways, and real-world problem solving through project-based learning, STEM integration, and exposure to future-ready skills.

Strategy's Expected Result/Impact: While CCMR accountability is measured at the high school level, the attitudes, skills, and mindsets that drive readiness begin much earlier. For gifted and twice-exceptional students, early exploration of interests, executive functioning skills, and goal setting fosters motivation, resilience, and direction that contribute to long-term readiness and success.

Problem Statements: Demographics 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

January

March

June

Measurable Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our teachers should be highly qualified in terms of academic content, pedagogy, and strategies/knowledge specific to gifted education, and not all staff have completed their certifications and graduate hours.	Teachers have approximately two years to pursue continued education in gifted education as not all teachers hired to work at our school previously worked as gifted and talented specialists.



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