

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

Meeting Date: 3/12/26

Campus: *School for the Highly Gifted*

Headmaster: Candis Jones

Met asynchronously due to conflict - these highlights members engaged

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

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

Campus Improvement Committee (CIC)

Meeting Agenda

School: School for the Highly Gifted

Date: 3/12/26

Time: 4:30-5:30 PM

Location: School for the Highly Gifted (Zoom)

A G E N D A I T E M S:

I. Parent Survey

II. March Formative Review

Discussion:

- Reviews will be conducted and updated by teams

III. Discussion Items from Last Meeting

IV. Open Agenda

V. Review of Meeting Minutes

Our last CIC meeting for the 2025-2026 school year will be Thursday, May 14.

Grand Prairie Independent School District



School for the Highly Gifted

**2025-2026
Formative
Reviews**

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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



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



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



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



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

Moderate Progress

January

Moderate Progress

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

Considerable Progress

January

Considerable Progress

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.

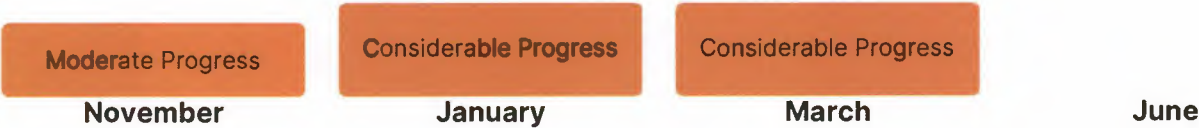
Staff Responsible for Monitoring: Headmaster, Facilitator, Counselor, Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - General Fund,

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

Formative Reviews



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.

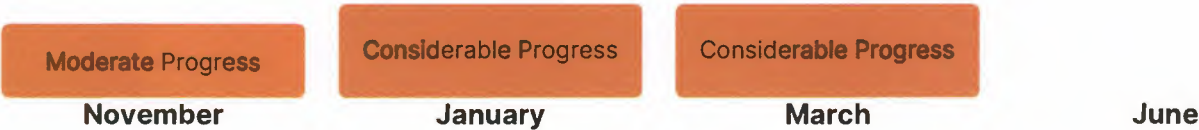
Strategy's Expected Result/Impact: While CCMR accountability is measured at the high school level, the attitudes, skills, and mindsets that drive readiness begin much earlier. For gifted and twice-exceptional students, early exploration of interests, executive functioning skills, and goal setting fosters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



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.