

**Galena Park Independent School District**  
**Galena Park Elementary School**  
**2022-2023 Campus Improvement Plan**



**Board Approval Date:** August 8, 2022

# Mission Statement

Galena Park Elementary fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.

## Vision

Galena Park Elementary puts students first and empowers them to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

## Campus Profile

### History

Galena Park Elementary is an established school and has been serving the community of Galena Park for 85 years. In that time, there have been eight principals at this campus. Jaime Rocha currently serves as Principal. A new school building opened for the 2018-2019 school year. The new building will be in its 5th year of existence for the 2022-2023 school year.

### Enrollment and Student Attendance

Enrollment for the 2021-2022 school year reached 575 students. The average daily attendance for students in the 2021-2022 school year decreased due to COVID-19 and finished at 94.93%.

### School Profile

Galena Park Elementary's student population consists of 91% Hispanic, 4% African American, and 5% Anglo American students. Economically disadvantaged students make up 89% of the student population. The school also serves a population of 54% ELL students.

### Where We Are

Galena Park Elementary is currently serving 575 students in grades Pre-K through 5th Grade. The students are approximately 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 90%. Student attendance has been consistent at approximately 97% pre-COVID but has decreased in the last two years with the pandemic.

### Where We're Going

Galena Park Elementary will focus on continuing to adjust to the changing testing standards, as well as delivering an all-new curriculum as presented. Galena Park Elementary will continue to implement the One-Way Dual Language program for all ELL students, which are now in grades K-5.

## Survey Data

We had a total of 22 staff members complete the Needs Assessment Survey. There were several areas that the staff feels more focus needs to be placed on blended learning next year. Career and College Readiness and Gifted and Talented were listed as the top priorities for staff development training along with ways to increase student engagement in the classroom. Social-Emotional Learning was addressed in addition to a need to increase student self-esteem.

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

### STAAR Reading 2022

Approaches: 80% (2021= 66%, 2019= 74%)

Meets: 51% (2021= 36%, 2019= 35%)

Masters: 26% (2021= 18%, 2019= 15%)

### STAAR Math 2022

Approaches: 75% (2021= 62%, 2019= 81%)

Meets: 41% (2021= 30%, 2019= 50%)

Masters: 18% (2021= 15%, 2019= 28%)

### STAAR Science 2022

Approaches: 81% (2021= 52%, 2019= 80%)

Meets: 37% (2021= 23%, 2019= 51%)

Masters: 19% (2021= 10%, 2019= 22%)

Our Attendance rate for the year was 94.93%

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# Comprehensive Needs Assessment

Revised/Approved: May 19, 2022

## Demographics

### Demographics Summary

Galena Park Elementary is one of 15 elementary campuses in Galena Park ISD. The original Galena Park Elementary was established in 1937 and a new building was opened in 2018. We are located just north of the Washburn Tunnel in the City of Galena Park. GPE serves students in PK-5th grade. Our student body is approximately 575 students, comprised of 91% Hispanic, 4% African American, and 5% White. The campus is 89% economically disadvantaged and has 50% emergent bilingual learners.

The staff of Galena Park Elementary is 49% Hispanic, 46% White, 3% African American and 2% Other. All of our teachers are highly qualified with 4-year degrees and teaching certifications. The staff consists of a mix of veteran teachers (49% having 11-20 years) with average years of experience is 18 years, and newer teachers (43% having less than 6 years of experience). We also 14 have instructional aides that support PK-5th grade and special programs. Our students have the opportunity to attend Physical Education (twice a week) and Music, Art, or Library once a week.

GPE provides a supportive and caring environment for all learners. Given our community's high percentage of EB's and economically disadvantaged students, we need to ensure that all of our teachers are trained in sheltered-instruction techniques and research-based strategies for accelerated instruction. Additionally, our Early Childhood teachers need to receive extensive EC training to lessen the gap between our incoming students and those from more affluent neighborhoods. Our students also have to be provided with more experiences outside the classroom due to their higher propensity for possible limited background knowledge.

### Demographics Strengths

#### Strengths

- Great Dual Language student results
- Great attendance
- Extracurricular opportunities (Soccer, Art Club, Honor Choir, Boys/Girls Club, STEM/Robotics)
- Teacher planning
- Staff development opportunities
- Access to technology
- Supportive Parents

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause:** GPE has a high ELL and economically disadvantaged population.

**Problem Statement 2 (Prioritized):** There is a need for early identification and intervention of students needing additional support to close learning gaps early with increased state

expectations. **Root Cause:** Some students do not attend Pre-Kindergarten or Kindergarten.

**Problem Statement 3 (Prioritized):** There is a need for students to develop motor skills and writing proficiency in all subject areas. **Root Cause:** Students must be able to express themselves in a written format in all subjects to show their understanding and prepare for upcoming state assessments.

# Student Learning

## Student Learning Summary

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

### STAAR Reading 2022

Approaches: 80% (2021= 66%, 2019= 74%)

Meets: 51% (2021= 36%, 2019= 35%)

Masters: 26% (2021= 18%, 2019= 15%)

### STAAR Math 2022

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### STAAR Science 2022

Approaches: 81% (2021= 52%, 2019= 80%)

Meets: 37% (2021= 23%, 2019= 51%)

Masters: 19% (2021= 10%, 2019= 22%)

## Student Learning Strengths

Student proficiency with technology is a strength on campus. Reading has seemed to recover faster than math after the pandemic year. Our dual-language students continue to perform well and better than our mainstream English students. Teachers are strong in data analysis skills (utilizing the data-driven instruction model or DDI) and using data to drive instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Math proficiency is lower than reading post-pandemic. **Root Cause:** Math is based on skills that build from one year to the next. Since students missed time in school, those students who have typically been in the middle of the curve, have slid to the bottom due to the gap in foundational development of the previous grade level that was missed.

**Problem Statement 2 (Prioritized):** GPE students will require immediate interventions at the beginning of the 2022-2023 school year to close learning gaps. **Root Cause:** Staff will need to work to continue closing learning gaps caused by the pandemic.

**Problem Statement 3 (Prioritized):** GPE needs to increase the STAAR performance of Special Education students and RTI students. **Root Cause:** Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.



# School Processes & Programs

## School Processes & Programs Summary

Based on survey data, both parents and staff members feel Galena Park Elementary provides a safe and welcoming environment for students. Galena Park Elementary provides many extracurricular opportunities to students, in addition to providing high-quality instruction. Instructional planning is a priority on campus and teachers have become very adept at teaching the TEKS with depth, while also incorporating Kagan strategies to foster higher levels of student engagement, socialization, and writing. School communication to parents such as flyers, newsletters, call-outs, marquee announcements, etc. are distributed in English and Spanish.

Galena Park Elementary is also successful at maintaining a lower than average teacher turnover rate. The majority of the staff have between 6-20 years of experience. However, there is also a good mix of teachers with less than 6 years of experience. Survey data indicates that teachers feel supported by campus administrators. GPE has focused efforts in the last few years on character building and social-emotional learning with students. As a result, there are few discipline referrals.

## School Processes & Programs Strengths

Instruction is protected with the master schedule. There are few interruptions, allowing for large blocks of sustained instructional time. Teachers have ample Balanced Literacy resources. We have a strong anti-bully/anti-drug message with all grades. In a normal school year, teachers participate in campus Instructional Rounds with each other. Fundamental 5 is implemented with fidelity on campus. Coaches support teachers with small group instruction consistently. Teachers have become very proficient with technology and applications.

The Boys/Girls Club provides students with great opportunities for social learning. The campus Stem/Robotics program is one of the best in the district. Students also have the opportunity to participate in Art Club, Honor Choir, and Eco-Green (recycling). We're excited to bring back our Safety Patrol and Flag Corps this year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** GPE students need more social interaction to develop interpersonal skills. **Root Cause:** The COVID-19 pandemic and resulting remote learning, left students with fewer opportunities to socialize with their peers.

**Problem Statement 2 (Prioritized):** GPE students and staff will need to be more vigilant in maintaining security procedures with exterior entrances and classroom doors. **Root Cause:** Safety and security of students and staff is a top priority in GPISD.

# Perceptions

## Perceptions Summary

Based on survey data, GPE is viewed as a very warm and welcoming school by staff, students, and parents. Taking care of students first is the primary focus of GPE staff. The staff operates around a set of shared values that are posted in staff work areas. We pride ourselves on providing students with many opportunities to be involved in after-school activities to develop the social and emotional skills necessary. Providing a high-quality overall elementary education that builds from PK-5 grade is what we are about. Discipline data indicates that these efforts are paying off as the number of infractions is very low. Our campus PBIS team has implemented procedures for safety and efficiency on campus that include expectations for students in common areas (SHINE system). Character education is promoted and students are celebrated for exhibiting positive character traits.

We look forward to continuing our parent volunteer program. In a normal setting, GPE hosts many events throughout the year to invite parents to become part of the campus culture such as Pastries with the Principal, PTA meetings, and family nights.

## Perceptions Strengths

Parents have indicated on surveys that they perceive GPE to have a great climate for students that focuses on student social/emotional development as well as academics. Parents enjoy the topics covered during parent meetings and have found them to be very beneficial in making them feel more connected to the school.

We have many programs that provide parents and the community with necessary resources such as Backpack Buddies, ACE, etc. Teacher turnover is low and staff has indicated on surveys that they feel they are held to high expectations but are supported by the GPE administration. The majority of staff feels that the school has a shared vision/mission, high levels of teamwork, and high-quality instruction.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Some GPE parents are unfamiliar with EOY expectations for each grade level. **Root Cause:** Parents are unfamiliar EOY expectations with Reading levels in K-2 and STAAR levels in 3-5.

**Problem Statement 2 (Prioritized):** GPE must increase parent attendance at after-school and/or parent and family engagement events and support at home. **Root Cause:** Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.

# Priority Problem Statements

**Problem Statement 9:** Students require differentiated instruction, vocabulary building, and an increase in background knowledge.

**Root Cause 9:** GPE has a high ELL and economically disadvantaged population.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 3:** Math proficiency is lower than reading post-pandemic.

**Root Cause 3:** Math is based on skills that build from one year to the next. Since students missed time in school, those students who have typically been in the middle of the curve, have slid to the bottom due to the gap in foundational development of the previous grade level that was missed.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 6:** GPE students need more social interaction to develop interpersonal skills.

**Root Cause 6:** The COVID-19 pandemic and resulting remote learning, left students with fewer opportunities to socialize with their peers.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Some GPE parents are unfamiliar with EOY expectations for each grade level.

**Root Cause 7:** Parents are unfamiliar EOY expectations with Reading levels in K-2 and STAAR levels in 3-5.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 1:** There is a need for early identification and intervention of students needing additional support to close learning gaps early with increased state expectations.

**Root Cause 1:** Some students do not attend Pre-Kindergarten or Kindergarten.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** GPE students will require immediate interventions at the beginning of the 2022-2023 school year to close learning gaps.

**Root Cause 4:** Staff will need to work to continue closing learning gaps caused by the pandemic.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 10:** GPE students and staff will need to be more vigilant in maintaining security procedures with exterior entrances and classroom doors.

**Root Cause 10:** Safety and security of students and staff is a top priority in GPISD.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 8:** GPE must increase parent attendance at after-school and/or parent and family engagement events and support at home.

**Root Cause 8:** Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 2:** There is a need for students to develop motor skills and writing proficiency in all subject areas.

**Root Cause 2:** Students must be able to express themselves in a written format in all subjects to show their understanding and prepare for upcoming state assessments.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** GPE needs to increase the STAAR performance of Special Education students and RTI students.

**Root Cause 5:** Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## **Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback





## **Support Systems and Other Data**

- Communications data
- Study of best practices

# Goals

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 1:** Teach safety practices and protocols to 100% of students and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Update crisis plans and train staff during August Staff Development.  <b>Strategy's Expected Result/Impact:</b> Staff follows all crisis procedures and maintains a safe and secure campus.  <b>Staff Responsible for Monitoring:</b> Crisis Team                      Principal                      Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will complete two tornado, lockdown, lockout, shelter in place, and reverse evacuation drills per year (at the beginning of each semester).  <b>Strategy's Expected Result/Impact:</b> Staff and students will have an understanding of safety procedures during a crisis or bad weather situation.  <b>Staff Responsible for Monitoring:</b> Crisis Team                      Principal                      Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct quarterly security audits to ensure campus safety.  <b>Strategy's Expected Result/Impact:</b> Staff classrooms will be closed and locked, exits will be secure, and visitors will follow campus procedures.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      School Secretary</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** GPE students and staff will need to be more vigilant in maintaining security procedures with exterior entrances and classroom doors. **Root Cause:** Safety and security of students and staff is a top priority in GPISD.

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff





**Performance Objective 2:** Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PBIS team will establish and train teachers on school procedures, including CHAMPS, in order to maintain a safe and secure environment on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and efficient school procedures are followed 100 % of the time as outlined by the PBIS team.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team Assistant Principal Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff





**Performance Objective 3:** Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in structured activity through Physical Education class and structured recess.  <b>Strategy's Expected Result/Impact:</b> Students will participate in the required 135 minutes of structured physical activity each week.  <b>Staff Responsible for Monitoring:</b> Teachers                      T. Brooks                      J. Rocha</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and paraprofessionals will be provided with monthly recognition of efforts (Teacher and Para of the month, morale builders, etc).  <b>Strategy's Expected Result/Impact:</b> There will be an increase in staff morale.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Principal's Secretary   <b>Funding Sources:</b> Certificates and Morale Boosters - 199 - Local - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 4:** All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will provide training and lessons for classroom teachers in Character Education and daily announcements about Character Education will be made.</p> <p><b>Strategy's Expected Result/Impact:</b> We will have an effective Character Education program including parent newsletters and student work.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Character awards will be held monthly to recognize students in each class.</p> <p><b>Strategy's Expected Result/Impact:</b> The program will have a positive effect on student behavior and understanding of desired character traits.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal Principal School Secretary Teachers</p> <p><b>Funding Sources:</b> Student Certificates - 199 - Local - \$50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The school will implement the Character Strong program to promote character education among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate positive character traits on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct parent engagement sessions for guardians/parents (including monthly Pastries with the Principal) so they can support their children academically, socially and emotionally and provide materials to use at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have support at home which will increase academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> GPE must increase parent attendance at after-school and/or parent and family engagement events and support at home. <b>Root Cause:</b> Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.</p>

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 1: Increase the number of students who graduate college-ready in English and Math**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote College Awareness through college showcases and college Mondays. Provide information to students and families regarding the importance of regular school attendance and completing high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an understanding of the opportunities outside of their community to further their education.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide learning academies and opportunities for students to extend learning outside of class in order to increase the percentage of meets and masters levels on STAAR Reading and Math in 3rd-5th Grade.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of meets and masters will increase by 5-10% from the previous year in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIC's Principal Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Extra Duty Pay - 000 - Grant Funds - Comp Ed. - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 2:</b> GPE students will require immediate interventions at the beginning of the 2022-2023 school year to close learning gaps. <b>Root Cause:</b> Staff will need to work to continue closing learning gaps caused by the pandemic.</p>
<p><b>Problem Statement 3:</b> GPE needs to increase the STAAR performance of Special Education students and RTI students. <b>Root Cause:</b> Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.</p>

## Perceptions

**Problem Statement 1:** Some GPE parents are unfamiliar with EOY expectations for each grade level. **Root Cause:** Parents are unfamiliar EOY expectations with Reading levels in K-2 and STAAR levels in 3-5.

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote the use of technology through our participation with Blended Learning, Robotics, and STEM.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to explore and enhance learning through the use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> DLAC Science Specialist Teachers CIC's</p> <p><b>Funding Sources:</b> Extra Duty Pay - 000 - Grant Funds - Comp. Ed. - \$1,000</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 3: Improve state test scores in all categories**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the Data Driven Instruction (DDI) model to increase teacher capacity and improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to create assessments, analyze data, and align teaching techniques in order to increase the rigor of TEKS instruction and improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> CIC's Teachers Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement an after school tutorial program in K-5 in order to prepare students for end of year assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth from the previous year on end of year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIC's Teachers K-5 DLAC</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Extra Duty Pay-SPED - 199-23 - Special Education - \$1,500, Extra Duty Pay-Bilingual - 199 - Bilingual - \$3,500, Extra Duty Pay-Comp Ed - 000 - Grant Funds - Comp. Ed - \$6,320, Extra Duty Pay-General - 199 - Local - \$2,500, Extra Duty Pay- General - 211 - Title I, Part A - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Secure additional support (one teacher substitute) in order to work with students in K-5 needed areas to close student learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in end of year assessments from the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Extra Help Substitutes (2) - 211 - Title I, Part A - \$7,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers with staff development in order to stay up to date with teaching techniques for diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement learned strategies for improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p> <p><b>Funding Sources:</b> Professional Development &amp; Subs-Bilingual - 199 - Bilingual - \$3,000, Professional Development &amp; Subs- Title - 211 - Title I, Part A - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide instructional materials to teachers in PK-5 in order to provide students with hands-on experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of TEKS through hands-on learning.</p> <p><b>Staff Responsible for Monitoring:</b> CIC's Principal Principal's Secretary</p> <p><b>Funding Sources:</b> Instructional Materials &amp; Supplies-General - 211 - Title I, Part A - \$1,203, Instructional Materials &amp; Supplies- SPED - 199-23 - Special Education - \$500, Instructional Materials &amp; Supplies- Bilingual - 199 - Bilingual - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide at home kits for parents so they can help their child at home and reinforce learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of TEKS through hands-on learning and home school connection.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor CICs Principal</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Students require differentiated instruction, vocabulary building, and an increase in background knowledge. <b>Root Cause:</b> GPE has a high ELL and economically disadvantaged population.</p>
<p><b>Problem Statement 2:</b> There is a need for early identification and intervention of students needing additional support to close learning gaps early with increased state expectations. <b>Root Cause:</b> Some students do not attend Pre-Kindergarten or Kindergarten.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Math proficiency is lower than reading post-pandemic. <b>Root Cause:</b> Math is based on skills that build from one year to the next. Since students missed time in school, those students who have typically been in the middle of the curve, have slid to the bottom due to the gap in foundational development of the previous grade level that was missed.</p>
<p><b>Problem Statement 2:</b> GPE students will require immediate interventions at the beginning of the 2022-2023 school year to close learning gaps. <b>Root Cause:</b> Staff will need to work to continue closing learning gaps caused by the pandemic.</p>
<p><b>Problem Statement 3:</b> GPE needs to increase the STAAR performance of Special Education students and RTI students. <b>Root Cause:</b> Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> GPE must increase parent attendance at after-school and/or parent and family engagement events and support at home. <b>Root Cause:</b> Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.</p>

**Goal 2: Student Achievement and Post-Secondary Readiness**


**Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses**


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Blended Learning strategies to provide students with the opportunity to extend thinking and produce digital examples of their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be proficient with technology before going to middle school.</p> <p><b>Staff Responsible for Monitoring:</b> DLAC Teachers CIC's</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Goal 2: Student Achievement and Post-Secondary Readiness**


**Performance Objective 5: Increase promotion and graduation rates**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor set student EOY targets for PK based upon district board goals (CLI) , K-2 based upon district board goals (reading level and iReady, and 3-5 based on STAAR Goals. Teachers and administrators will provide incentives towards motivating their students to reach their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in order to reach the EOY goals set for the grade level.</p> <p><b>Staff Responsible for Monitoring:</b> CIC's Teachers Principal</p> <p><b>Funding Sources:</b> Student Incentives - 199 - Local - \$500</p>	Formative			Summative
	Sept	Dec	Feb	May

 0% No Progress

 100% Accomplished






 Continue/Modify

 Discontinue

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 6: Educate parents and families and build a home to school connection.**

**Evaluation Data Sources:** Sign in sheets and surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide resources and technology access for parents and families to utilize.  <b>Strategy's Expected Result/Impact:</b> Parents will have access to technology during meetings and as needed.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 6 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> GPE must increase parent attendance at after-school and/or parent and family engagement events and support at home. <b>Root Cause:</b> Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.</p>





**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with the opportunity to excel outside the classroom in district sponsored events including: Spelling Bee, Geography Bee, Poetry and Prose, Rodeo Art, Art Club, Honor Choir, Boys Club, Girls Club, National Elementary Honor Society, EcoGreen, STEM/Robotics, Fast on Facts, S3 competition, and Academic Decathlon.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be high student participation in extracurricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsors Competition Coaches Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with the opportunity to participate in the after school ACE Program to target academic, behavioral, and social/emotional needs as well as motivation to increase student attendance and parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a wide range of extracurricular opportunities which include tutorials, fine arts, STEM, and college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> ACE Staff Principal Counselor</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				





**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will have the opportunity to participate in Music and Art through the enrichment schedule during the week. They will also have the opportunity to participate in Art Club, Honor Choir, and the after school program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to engage in fine arts activities during and after school.</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher Art Teacher Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with extra curricular opportunities to further develop social and academic skills through our after school program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to different options of interest to them to participate in.</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: High Quality Staff**





**Performance Objective 1:** Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build employee instructional capacity through coaching, professional development, and collaboration sessions. Provide new teacher and second year teachers support through our campus lead mentor and teacher mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional coaches will be in compliance with coaching documentation. Teachers will submit professional development evidence as part of their EOY summative evaluation.</p> <p><b>Staff Responsible for Monitoring:</b> CIC's                      Campus Lead Mentors                      Teacher Mentors                      Principal                      Assistant Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 4: High Quality Staff**

**Performance Objective 2:** Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognize staff accomplishments, birthdays, and provide staff with the opportunity to participate in some of the decision-making processes through staff surveys and committee membership.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have a rating of at least 80% on the campus needs assessment regarding employee relations services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 4: High Quality Staff**

**Performance Objective 3: Provide training to selected employees in order to prepare them for advancement**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with campus leadership team weekly and aspiring administrators two times during the first semester to discuss leadership articles and hold a discussion on how the chosen topic relates to our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff participating in the group will assume more leadership roles on campus.</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4: High Quality Staff**

**Performance Objective 4: Survey staff annually on professional development needs**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will be surveyed in February (yearly intentions form) and in April for the campus needs assessment. <b>Strategy's Expected Result/Impact:</b> Staff will convey professional development needs in the surveys. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 1:** Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide money handling training at the BOY to staff that will be handling funds. <b>Strategy's Expected Result/Impact:</b> 100% compliance with district procedures and proper budget allocation. <b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 5: Excellent Operational and Fiscal Support and Responsibility**

**Performance Objective 2:** Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure the proper allocation of funds to reflect campus instructional and operational needs and approve through CPAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Fiscal responsibility and good stewardship of school funds.</p> <p><b>Staff Responsible for Monitoring:</b> Campus CPAC Principal Principal's Secretary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review the campus budget each month with principal secretary.</p> <p><b>Strategy's Expected Result/Impact:</b> Good stewardship of district resources and balanced budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 3:** The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize measures such as campus observations, staff input, and the campus replacement plan to keep equipment up to date.</p> <p><b>Strategy's Expected Result/Impact:</b> Proper execution of the campus 5 year replacement plan to ensure equipment is safe and up to district expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay-SPED		\$1,500.00
2	3	5	Instructional Materials & Supplies- SPED		\$500.00
<b>Sub-Total</b>					\$2,000.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					\$0.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay-Bilingual		\$3,500.00
2	3	4	Professional Development & Subs-Bilingual		\$3,000.00
2	3	5	Instructional Materials & Supplies- Bilingual		\$2,000.00
<b>Sub-Total</b>					\$8,500.00
<b>Budgeted Fund Source Amount</b>					\$8,500.00
<b>+/- Difference</b>					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Certificates and Morale Boosters		\$300.00
1	4	2	Student Certificates		\$50.00
2	3	2	Extra Duty Pay-General		\$2,500.00
2	5	1	Student Incentives		\$500.00
<b>Sub-Total</b>					\$3,350.00
<b>Budgeted Fund Source Amount</b>					\$3,350.00
<b>+/- Difference</b>					\$0.00
000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Extra Duty Pay	Comp Ed.	\$2,000.00
2	2	1	Extra Duty Pay	Comp. Ed.	\$1,000.00
2	3	2	Extra Duty Pay-Comp Ed	Comp. Ed	\$6,320.00

000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$9,320.00
<b>Budgeted Fund Source Amount</b>					\$9,320.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay- General		\$6,000.00
2	3	3	Extra Help Substitutes (2)		\$7,000.00
2	3	4	Professional Development & Subs- Title		\$2,000.00
2	3	5	Instructional Materials & Supplies-General		\$1,203.00
<b>Sub-Total</b>					\$16,203.00
<b>Budgeted Fund Source Amount</b>					\$16,203.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$39,373.00
<b>Grand Total Spent</b>					\$39,373.00
<b>+/- Difference</b>					\$0.00