

Galena Park Independent School District

Galena Park Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

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 89 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 4th year of existence for the 2021-2022 school year.

Enrollment and Student Attendance

Enrollment for the 2020-2021 school year reached 575 students. The average daily attendance for students has remained consistently above 97%. ADA for the second semester of the 2020-2021 school year was 96.77%.

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 87% 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 87% 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.

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 is now in grades K-5.

Survey Data

We had a total of 33 staff members complete the Needs Assessment Survey. There were several areas that the staff feels more focus needs to be placed on next year. Reading and Writing were listed as the top priorities for staff development training along with ways to increase student engagement in the classroom. Consistent school-wide procedures were addressed in addition to a need to increase parental involvement.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff	13
Goal 2: Student Achievement and Post-Secondary Readiness	16
Goal 3: Wide Range of Student Opportunities	23
Goal 4: High Quality Staff	27
Goal 5: Excellent Operational and Fiscal Support and Responsibility	31
Title I Schoolwide Elements	34
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	35
1.1: Comprehensive Needs Assessment	35
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	36
2.3: Available to parents and community in an understandable format and language	36
2.4: Opportunities for all children to meet State standards	36
2.5: Increased learning time and well-rounded education	36
2.6: Address needs of all students, particularly at-risk	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	37
3.1: Develop and distribute Parent and Family Engagement Policy	37
3.2: Offer flexible number of parent involvement meetings	37
Campus Funding Summary	38
Addendums	40

Comprehensive Needs Assessment

Revised/Approved: April 22, 2021

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 87% economically disadvantaged and has 54%, English 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 the 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 ELs 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 of 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): There is a need for early identification and intervention of students needing additional support to close learning gaps caused by the COVID pandemic. **Root Cause:** Because of the pandemic, students did not have intense, in-person, support during the school year.

Problem Statement 2 (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 3 (Prioritized): There is a need for students to develop motor skills and writing proficiency in all subject areas. **Root Cause:** Students had limited exposure to paper/pencil writing opportunities and feedback due to the COVID pandemic.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, GPE did not receive an accountability rating from the state in the 2019-2020 and 2020-2021 school years. However, in 2018-2019, GPE earned an accountability rating of 83 (B).

Student Learning Strengths

Student proficiency with technology is a strength on campus. Reading has seemed to recover faster than math during 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 and using data to drive instruction (utilizing the DDI model).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math proficiency has suffered during the pandemic year. **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 2021-2022 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 (in a normal school setting). 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 low 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 to 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. The 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, Big Brother/Sisters. We're excited to continue the Brighter Bites community program this year to provide our students' families with fresh fruits and vegetables.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): GPE staff needs more consistency with the implementation of the writing process in K-5. **Root Cause:** Proficient writers have higher levels of achievement and opportunities for success post elementary.

Perceptions

Perceptions Summary

Based on recent 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 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). Our No Place For Hate campaign has also been a school success.

Our parent volunteer program has really grown in the last few years, although this past year had to be presented virtually. 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, Family Nights, and Brighter Bites.

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 Brighter Bites, Backpack Buddies, etc. Teacher turnover is low and staff has indicated on surveys that they feel they are held to high expectations but are supported by 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 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 1: There is a need for early identification and intervention of students needing additional support to close learning gaps caused by the COVID pandemic.

Root Cause 1: Because of the pandemic, students did not have intense, in-person, support during the school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students require differentiated instruction, vocabulary building, and an increase in background knowledge.

Root Cause 2: GPE has a high ELL and economically disadvantaged population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need for students to develop motor skills and writing proficiency in all subject areas.

Root Cause 3: Students had limited exposure to paper/pencil writing opportunities and feedback due to the COVID pandemic.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Math proficiency has suffered during the pandemic year.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: GPE students will require immediate interventions at the beginning of the 2021-2022 school year to close learning gaps.

Root Cause 5: Staff will need to work to continue closing learning gaps caused by the pandemic.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: GPE needs to increase the STAAR performance of Special Education students and RTI students.

Root Cause 6: Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: GPE staff needs more consistency with the implementation of the writing process in K-5.

Root Cause 7: Proficient writers have higher levels of achievement and opportunities for success post elementary.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Some GPE parents are unfamiliar with EOY expectations for each grade level.

Root Cause 8: Parents are unfamiliar EOY expectations with Reading levels in K-2 and STAAR levels in 3-5.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: GPE must increase parent attendance at after-school events and support at home.

Root Cause 9: 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 9 Areas: Perceptions

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

Student Data: Assessments

- STAAR released test questions
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

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>Strategy 1: Update crisis plans and train staff during August Staff Development.</p> <p>Strategy's Expected Result/Impact: Staff follows all crisis procedures and maintains a safe and secure campus.</p> <p>Staff Responsible for Monitoring: Crisis Team J. Rocha L. Crockett</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will complete two tornado, lockdown, lockout, shelter in place, and reverse evacuation drills per year (at the beginning of each semester).</p> <p>Strategy's Expected Result/Impact: Staff and students will have an understanding of safety procedures during a crisis or bad weather situation.</p> <p>Staff Responsible for Monitoring: Crisis Team J. Rocha L. Crockett</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct quarterly security audits to ensure campus safety.</p> <p>Strategy's Expected Result/Impact: Staff classrooms will be closed and locked, exits will be secure, and visitors will follow campus procedures.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett J. Vazquez</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

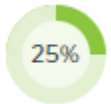
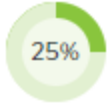





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

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>Strategy 1: 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>Strategy's Expected Result/Impact: Safe and efficient school procedures are followed 100 % of the time as outlined by the PBIS team.</p> <p>Staff Responsible for Monitoring: PBIS Team L. Crockett J. Rocha</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<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 3: Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide nutrition education to promote healthy eating habits via Briter Bites and the CATCH program. Strategy's Expected Result/Impact: The teachers will implement the produce and CATCH lessons 100% of the time. Staff Responsible for Monitoring: J. Rocha R. Arrazolo</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in structured activity through Physical Education class and structured recess. Strategy's Expected Result/Impact: Students will participate in the required 135 minutes of structured physical activity each week. Staff Responsible for Monitoring: Teachers T. Brooks J. Rocha</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and paraprofessionals will be provided with monthly recognition of efforts (Teacher and Para of the month, morale builders, etc). Strategy's Expected Result/Impact: There will be an increase in staff morale. Staff Responsible for Monitoring: J. Rocha I. Quintanilla Funding Sources: Certificates and Morale Boosters - 199 - Local - \$300</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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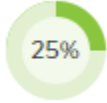





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide training and lessons for classroom teachers in Character Education and daily announcements about Character Education will be made.</p> <p>Strategy's Expected Result/Impact: We will have an effective Character Education program including parent newsletters and student work.</p> <p>Staff Responsible for Monitoring: R. Arrazolo Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Character awards will be held monthly to recognize students in each class.</p> <p>Strategy's Expected Result/Impact: The program will have a positive effect on student behavior and understanding of desired character traits.</p> <p>Staff Responsible for Monitoring: R. Arrazolo L. Crockett J. Rocha J. Vazquez Teachers</p> <p>Funding Sources: Student Certificates - 199 - Local - \$50</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The school will implement the Character Strong program to promote character education among students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate positive character traits on campus.</p> <p>Staff Responsible for Monitoring: R. Arrazolo Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct parent engagement sessions for guardians/parents so they can support their children academically, socially and emotionally and provide materials to use at home.</p> <p>Strategy's Expected Result/Impact: Students will have support at home which will increase academic success.</p> <p>Staff Responsible for Monitoring: R. Arrazolo</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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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>Strategy 1: 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>Strategy's Expected Result/Impact: Students will have an understanding of the opportunities outside of their community to further their education.</p> <p>Staff Responsible for Monitoring: R. Arrazolo J. Rocha</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: The percentage of meets and masters will increase by 5-10% from the previous year in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers CIC's J. Rocha L. Crockett</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay - 000 - Grant Funds - Comp Ed. - \$3,000</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: GPE students will require immediate interventions at the beginning of the 2021-2022 school year to close learning gaps. Root Cause: Staff will need to work to continue closing learning gaps caused by the pandemic.</p>

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

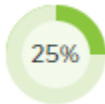

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the use of technology through our participation with Blended Learning, Robotics, and STEM. Strategy's Expected Result/Impact: Students will have the opportunity to explore and enhance learning through the use of technology. Staff Responsible for Monitoring: G. Saenz K. Washington Teachers CIC's Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 Funding Sources: 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>				




Performance Objective 2 Problem Statements:






Demographics
<p>Problem Statement 2: Students require differentiated instruction, vocabulary building, and an increase in background knowledge. Root Cause: GPE has a high ELL and economically disadvantaged population.</p>

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Data Driven Instruction (DDI) model to increase teacher capacity and improve student outcomes.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: CIC's Teachers J. Rocha</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an after school tutorial program in K-5 in order to prepare students for end of year assessments.</p> <p>Strategy's Expected Result/Impact: Students will show growth from the previous year on end of year assessments.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's Teachers G. Saenz</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3</p> <p>Funding Sources: Extra Duty Pay-SPED - 199-23 - Special Education - \$500, Extra Duty Pay-Bilingual - 199 - Bilingual - \$6,000, Extra Duty Pay-Comp Ed - 000 - Grant Funds - Comp. Ed - \$7,000, Extra Duty Pay-General - 199 - Local - \$1,350, Extra Duty Pay- General - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Secure additional support (two teacher substitutes) in order to work with students in K-5 needed areas to close student learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show improvement in end of year assessments from the previous year.</p> <p>Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3</p> <p>Funding Sources: Extra Help Substitutes (2) - 199 - Local - \$2,300, Extra Help Substitutes (2) - 211 - Title I, Part A - \$6,000</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with staff development in order to stay up to date with teaching techniques for diverse learners.</p> <p>Strategy's Expected Result/Impact: Teachers will implement learned strategies for improved student performance.</p> <p>Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development & Subs-Bilingual - 199 - Bilingual - \$1,000, Professional Development & Subs- Title - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide instructional materials to teachers in PK-5 in order to provide students with hands-on experiences.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of TEKS through hands-on learning.</p> <p>Staff Responsible for Monitoring: CIC's J. Rocha I. Quintanilla</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3</p> <p>Funding Sources: Instructional Materials & Supplies-General - 199 - Local - \$1,000, Instructional Materials & Supplies- Bilingual - 199 - Bilingual - \$400, Instructional Materials & Supplies-General - 211 - Title I, Part A - \$1,000, Instructional Materials & Supplies- SPED - 199-23 - Special Education - \$500</p>	Formative			Summative
	Sept	Dec	Feb	May
				

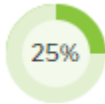




Strategy 6 Details	Reviews			
<p>Strategy 6: Provide at home kits for parents so they can help their child at home and reinforce learning.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of TEKS through hands-on learning and home school connection.</p> <p>Staff Responsible for Monitoring: R. Arrazolo CICs J. Rocha</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for early identification and intervention of students needing additional support to close learning gaps caused by the COVID pandemic. Root Cause: Because of the pandemic, students did not have intense, in-person, support during the school year.</p> <p>Problem Statement 2: Students require differentiated instruction, vocabulary building, and an increase in background knowledge. Root Cause: GPE has a high ELL and economically disadvantaged population.</p> <p>Problem Statement 3: There is a need for students to develop motor skills and writing proficiency in all subject areas. Root Cause: Students had limited exposure to paper/pencil writing opportunities and feedback due to the COVID pandemic.</p>
Student Learning
<p>Problem Statement 1: Math proficiency has suffered during the pandemic year. 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.</p> <p>Problem Statement 2: GPE students will require immediate interventions at the beginning of the 2021-2022 school year to close learning gaps. Root Cause: Staff will need to work to continue closing learning gaps caused by the pandemic.</p> <p>Problem Statement 3: 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.</p>
School Processes & Programs
<p>Problem Statement 1: GPE staff needs more consistency with the implementation of the writing process in K-5. Root Cause: Proficient writers have higher levels of achievement and opportunities for success post elementary.</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

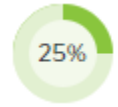
Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Blended Learning strategies to provide students with the opportunity to extend thinking and produce digital examples of their learning.</p> <p>Strategy's Expected Result/Impact: Students will be proficient with technology before going to middle school.</p> <p>Staff Responsible for Monitoring: G. Saenz Teachers CIC's</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: Students require differentiated instruction, vocabulary building, and an increase in background knowledge. Root Cause: GPE has a high ELL and economically disadvantaged population.</p>

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Students will show improvement in order to reach the EOY goals set for the grade level.</p> <p>Staff Responsible for Monitoring: CIC's Teachers J. Rocha</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Student Incentives - 199 - Local - \$500</p>	Formative			Summative
	Sept	Dec	Feb	May
				

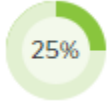
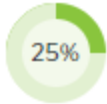




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 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for early identification and intervention of students needing additional support to close learning gaps caused by the COVID pandemic.</p> <p>Root Cause: Because of the pandemic, students did not have intense, in-person, support during the school year.</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>Strategy 1: 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, STEM/Robotics, Fast on Facts, S3 competition, and Academic Decathlon.</p> <p>Strategy's Expected Result/Impact: There will be high student participation in extracurricular activities.</p> <p>Staff Responsible for Monitoring: Club Sponsors Competition Coaches J. Rocha</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students will have a wide range of extracurricular opportunities which include tutorials, fine arts, STEM, and college and career readiness.</p> <p>Staff Responsible for Monitoring: E. Ortuno J. Rocha R. Arrazolo</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 1: Math proficiency has suffered during the pandemic year. 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.</p>
<p>Problem Statement 2: GPE students will require immediate interventions at the beginning of the 2021-2022 school year to close learning gaps. Root Cause: Staff will need to work to continue closing learning gaps caused by the pandemic.</p>
<p>Problem Statement 3: 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.</p>

Perceptions

Problem Statement 2: GPE must increase parent attendance at after-school 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.

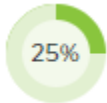




Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Students will have the opportunity to engage in fine arts activities during and after school.</p> <p>Staff Responsible for Monitoring: J. Rocha A. Zamarron A. Silva</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

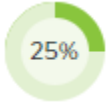




Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with extra curricular opportunities to further develop social and academic skills through our after school program.</p> <p>Strategy's Expected Result/Impact: Students will have access to different options of interest to them to participate in.</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

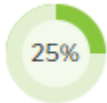




Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Instructional coaches will be in compliance with coaching documentation. Teachers will submit professional development evidence as part of their EOY summative evaluation.</p> <p>Staff Responsible for Monitoring: CIC's J. Rocha L. Crockett</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

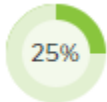




Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize staff accomplishments, birthdays, and provide staff with the opportunity to participate in some of the decision-making processes through staff surveys.</p> <p>Strategy's Expected Result/Impact: Staff will have a rating of at least 80% on the campus needs assessment regarding employee relations services.</p> <p>Staff Responsible for Monitoring: J. Rocha</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 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with campus leaders and aspiring administrators 2-3 times during the first semester to discuss leadership articles and hold a discussion on how the chosen topic relates to our campus.</p> <p>Strategy's Expected Result/Impact: Staff participating in the group will assume more leadership roles on campus.</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be surveyed in February (yearly intentions form) and in April for the campus needs assessment. Strategy's Expected Result/Impact: Staff will convey professional development needs in the surveys.</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

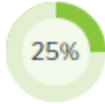





Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide money handling training at the BOY to staff that will be handling funds.</p> <p>Strategy's Expected Result/Impact: 100% compliance with district procedures and proper budget allocation.</p> <p>Staff Responsible for Monitoring: J. Rocha I. Quintanilla</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 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>Strategy 1: Ensure the proper allocation of funds to reflect campus instructional and operational needs and approve through CPAC. Strategy's Expected Result/Impact: Fiscal responsibility and good stewardship of school funds. Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review the campus budget each month with principal secretary. Strategy's Expected Result/Impact: Good stewardship of district resources and balanced budget. Staff Responsible for Monitoring: J. Rocha I. Quintanilla</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 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>Strategy 1: Utilize measures such as campus observations, staff input, and the campus replacement plan to keep equipment up to date.</p> <p>Strategy's Expected Result/Impact: Proper execution of the campus 5 year replacement plan to ensure equipment is safe and up to district expectations.</p> <p>Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p>	Formative			Summative
	Sept	Dec	Feb	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Due to COVID-19, the CNA process was limited in many ways. Part of our CNA was developed on 4/22/21 utilizing the data from a staff and parent surveys. The other components were developed by the CLT over the next several weeks via video conferencing and finalized on May 20, 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CLT met to discuss the CNA results in each one of the four categories. Based on data pieces and survey information, the committee came up with root causes and problem statements. They analyzed performance objectives for each goal and the strategies that went along with them based on the problem statements and root causes.

Name	Position
Cesar Godina	Classroom Teacher
Tina Lumpkin	Classroom Teacher
Lynzi Montemayor	Teacher
Jaime Rocha	Principal
Laurie Crockett	Assistant Principal
Rosa Arrazolo	Counselor
Irene Quintanilla	Principal's Secretary
LaKeisha Sanderson	Coach
Robert Seibert	

Lady Portillo	Parent
Anaai Hernandez	Parent
Veronica Garcia	Community Rep./Business
Veronica Lopez	Classroom Teacher
Lizbeth Salinas	Classroom Teacher
Denise Murff	Classroom Teacher
Kiley Munslow	Coach

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting; 9/23/21, 11/11/21, 2/3/22, 4/21/22, and 5/19/22 to review, revise, and monitor the CIP. If there are any edits necessary, the decisions will go through the CPAC for approval.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to parents in the front office (Eng/Span). A link to the main parts of the CIP will also be available on the campus website. The goals of the CIP are also available in English and Spanish.

2.4: Opportunities for all children to meet State standards

As stated in the campus mission and vision statements, students are put first at GPE. Therefore, **all** students will be afforded every opportunity to be successful through daily activities, before, during, & after school intervention and opportunities to engage in extracurricular activities.

2.5: Increased learning time and well-rounded education

GPE will create a master schedule that maximizes every instructional minute and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: boys club, girls club, art club, honor choir, robotics, safety patrol, Elementary Academic Meet, and National Elementary Honor Society.

2.6: Address needs of all students, particularly at-risk

All student progress is monitored closely. Through RTI and At-Risk identification, student progress is checked throughout the year. Aside from district assessments, teachers utilize ongoing formal and informal assessment to check student progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school/parent compact along with a calendar of the year's events will be handed out to parents during report card conferences after the first nine weeks.

Reviewed by:

Jaime Rocha, Principal

Rosa Arrazolo, Counselor

Lady Portillo, parent

The Parent and Family Engagement Policy was not formally approved by the the PTA or CPAC due to COVID-19.

The policy will be distributed to parents during report card conferences in October. The policy can be found in the front office and on the campus website in both **English and Spanish**.

3.2: Offer flexible number of parent involvement meetings

GPE offers several opportunities for parental involvement meetings throughout the year. Aside from GPE sponsored events, our campus PTA also hosts meetings. The first semester includes: Meet the Teacher, Open House, Report Card Conferences, Red Ribbon Week, Fathers Bring Your Kids to School Day, Grandparents Breakfast, and parent volunteer opportunities. In the spring there are report card conferences, Muffins with Moms, Family Night, and other parent volunteer opportunities.

Parent involvement meetings will be offered throughout the year and include the following (**if allowed under COVID-19 health guidelines**):

- PTA Meetings: Oct. 21 (5:00 pm); Dec. 16 (5:00 pm); Jan. 20 (5:00); Apr. 28 (5:00 pm)
- Pastries with the Principal (2nd Thursday of every month; 9:00 am)
- GPE Open House (TBD by District)
- Grandparents' Breakfast; September 10, 2021
- National Fathers Bring Your Kids to School Day (TBD)
- Parent conferences (teacher conference times and Saturday, October 23, 2021 @ 8:00AM-10:00AM)
- Fall Festival on October 23, 2021 (12:00-2:00PM)
- Family Movie Night; October 29, 2021

- Thanksgiving Luncheon (week of Thanksgiving)
- Family Night December 9, 2021
- Muffins with Mom on May 6, 2022

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay-SPED		\$500.00
2	3	5	Instructional Materials & Supplies- SPED		\$500.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay-Bilingual		\$6,000.00
2	3	4	Professional Development & Subs-Bilingual		\$1,000.00
2	3	5	Instructional Materials & Supplies- Bilingual		\$400.00
Sub-Total					\$7,400.00
Budgeted Fund Source Amount					\$7,400.00
+/- Difference					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Certificates and Morale Boosters		\$300.00
1	4	2	Student Certificates		\$50.00
2	3	2	Extra Duty Pay-General		\$1,350.00
2	3	3	Extra Help Substitutes (2)		\$2,300.00
2	3	5	Instructional Materials & Supplies-General		\$1,000.00
2	5	1	Student Incentives		\$500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00

000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Extra Duty Pay	Comp Ed.	\$3,000.00
2	2	1	Extra Duty Pay	Comp. Ed.	\$1,000.00
2	3	2	Extra Duty Pay-Comp Ed	Comp. Ed	\$7,000.00
Sub-Total					\$11,000.00
Budgeted Fund Source Amount					\$11,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra Duty Pay- General		\$2,000.00
2	3	3	Extra Help Substitutes (2)		\$6,000.00
2	3	4	Professional Development & Subs- Title		\$2,000.00
2	3	5	Instructional Materials & Supplies-General		\$1,000.00
Sub-Total					\$11,000.00
Budgeted Fund Source Amount					\$11,000.00
+/- Difference					\$0.00
Grand Total					\$35,900.00

Addendums