

Galena Park Independent School District

Galena Park Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 10, 2020

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 88 years. In that time, there have been eight principals at this campus. A new school building opened for the 2018-2019 school year. The new building will be in its 3rd year of existence for the 2020-2021 school year.

Enrollment and Student Attendance

Enrollment for the 2019-2020 school year reached 591 students. The average daily attendance for students has remained consistently above 97%. ADA for the first semester of the 2019-2020 school year (prior to the COVID-19 closure) was 97.38%.

School Profile

Galena Park Elementary's student population consists of 90.5% Hispanic, 4.5% African American, and 4.4% Anglo American students. Economically disadvantaged students make up 88.6% of the student population. The school also serves a population of 52.7% ELL students and a 12.7% mobility rate.

Where We Are

Galena Park Elementary is currently serving 582 students in grades Pre-K through 5th Grade. The students are approximately 90% Hispanic and 88% 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%.

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 52 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.

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Comprehensive Needs Assessment

Revised/Approved: April 21, 2020

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 590 students, comprised of 90% Hispanic, 4% African American, and 6% White. The campus is 87% economically disadvantaged and has 54% English Learners.

The staff of Galena Park Elementary is 46% Hispanic, 46% White, 5% African American and 3% Other. All of our teachers are highly qualified with 4-year degrees and teaching certifications. The staff consists of a mix of veteran teachers (53% having 6-20 years) with the average years of experience is 15 years, and newer teachers (47% having less than 6 years of experience). We also have 14 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 DL student results
 - Great attendance
 - Extracurricular opportunities
 - Teacher planning
 - Staff development opportunities
 - Access to technology

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for earlier identification of students needing intervention to close learning gaps. **Root Cause:** GPE data shows students are starting school with a weak literacy foundation.

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): GPE parents require more technological knowledge on how to support students at home. **Root Cause:** There is a lack of confidence with technology and awareness of how to support student learning at home.

Student Learning

Student Learning Summary

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

Student Learning Strengths

Math is a strength on campus. There seem to be fewer gaps in students in student achievement in Math than in other subjects. Our dual-language students have outperformed our mainstreamed English students. Teachers are strong in data analysis skills and using data to drive instruction. Students have responded well to incentives provided for meeting short-term testing goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): GPE students will require immediate interventions at the beginning of the 2020-2021 school year to close learning gaps. **Root Cause:** GPE students are likely to show regression due to the loss of face-to-face instruction due to COVID-19.

Problem Statement 2 (Prioritized): GPE needs to increase the overall % of students who score at Meets level and above on assessments. **Root Cause:** GPE did not receive distinctions in 2018-2019.

Problem Statement 3 (Prioritized): GPE needs to increase the STAAR performance of the following subpopulations: SPED, White, and African American. **Root Cause:** Subpops missed the state's target scores in 2018-2019.

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 and while 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 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. 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.

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): Some GPE students lack adequate technology proficiency. **Root Cause:** Further digital learning proficiency for students and parents is needed, with continued possible closures and online testing in our near future.

Problem Statement 2 (Prioritized): GPE staff must implement CHAMPS with fidelity in addition to educating students on internet safety. **Root Cause:** Students need consistent behavior expectations and to understand the positives and dangers of using digital resources. character building programs.

Problem Statement 3 (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 parent volunteer program has really grown in the last few years. 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. We also conducted our first Fall Festival which was a great success.

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 and with the different levels of STAAR scoring (Approaches, Meets, and Masters) and examples of questions on the test.

Problem Statement 2 (Prioritized): GPE must increase parent attendance at after-school events and support at home. **Root Cause:** Turnout at after-school campus events and overall help at home is mediocre to low.

Priority Problem Statements

Problem Statement 1: GPE staff needs more consistency with the implementation of the writing process in K-5.

Root Cause 1: Proficient writers have higher levels of achievement and opportunities for success post elementary.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: GPE must increase parent attendance at after-school events and support at home.

Root Cause 3: Turnout at after-school campus events and overall help at home is mediocre to low.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Some GPE students lack adequate technology proficiency.

Root Cause 4: Further digital learning proficiency for students and parents is needed, with continued possible closures and online testing in our near future.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Some GPE parents are unfamiliar with EOY expectations for each grade level.

Root Cause 5: Parents are unfamiliar EOY expectations and with the different levels of STAAR scoring (Approaches, Meets, and Masters) and examples of questions on the test.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need for earlier identification of students needing intervention to close learning gaps.

Root Cause 6: GPE data shows students are starting school with a weak literacy foundation.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students require differentiated instruction, vocabulary building, and an increase in background knowledge.

Root Cause 7: GPE has a high ELL and economically disadvantaged population.

Problem Statement 7 Areas: Demographics

Problem Statement 8: GPE parents require more technological knowledge on how to support students at home.

Root Cause 8: There is a lack of confidence with technology and awareness of how to support student learning at home.

Problem Statement 8 Areas: Demographics

Problem Statement 9: GPE students will require immediate interventions at the beginning of the 2020-2021 school year to close learning gaps.

Root Cause 9: GPE students are likely to show regression due to the loss of face-to-face instruction due to COVID-19.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: GPE needs to increase the overall % of students who score at Meets level and above on assessments.

Root Cause 10: GPE did not receive distinctions in 2018-2019.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: GPE needs to increase the STAAR performance of the following subpopulations: SPED, White, and African American.

Root Cause 11: Subpops missed the state's target scores in 2018-2019.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: GPE staff must implement CHAMPS with fidelity in addition to educating students on internet safety.

Root Cause 12: Students need consistent behavior expectations and to understand the positives and dangers of using digital resources. character building programs.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

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








Revised/Approved: March 3, 2020














Goal 1: Galena Park Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Teach safety practices and protocols to students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Conduct staff trainings on the emergency operations plan. Conduct the following drills in the fall and the spring: Lockout, Shelter in Place, Weather Drill, Reverse Evacuation, and Lockdown. Conduct monthly fire drills. Conduct safety checks quarterly during the year.

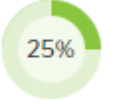









<p>Strategy 1: Update crisis plans and train staff during August Staff Development.</p> <p>Strategy's Expected Result/Impact: Staff follows all crisis procedures and maintains a safe and secure campus.</p> <p>Staff Responsible for Monitoring: PBIS Team J. Rocha L. Crockett</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<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: After action report Efficient and safe outcomes</p> <p>Staff Responsible for Monitoring: L. Crockett Crisis Team J. Rocha</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: The campus will conduct a campus intruder awareness drill.</p> <p>Strategy's Expected Result/Impact: Completion of successful drill without the intruder gaining access to the building.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 4: Conduct security audits quarterly throughout the year. Strategy's Expected Result/Impact: The school is secure with classroom doors locked and exit doors closed. Staff Responsible for Monitoring: J. Rocha L. Crockett PBIS Team	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 5: Crisis management team in place for students in need. Strategy's Expected Result/Impact: Staff will follow crisis procedures outlined in the Emergency Operations Plan. Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo Crisis Team	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 6: Staff completes District Online Safety Course(s). Strategy's Expected Result/Impact: 100% Staff completion of course Staff Responsible for Monitoring: J. Rocha L. Crockett	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 7: The campus will follow recommendations and procedures from the campus PBIS team in order to maintain a safe and secure environment. Strategy's Expected Result/Impact: Safe and efficient school procedures are followed as outlined by the PBIS team. Staff Responsible for Monitoring: J. Rocha L. Crockett PBIS Team	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Galena Park Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Continue a coordinated Health/Wellness program to teach better eating habits and an active lifestyle.






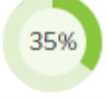


Evaluation Data Sources: Expose all children to wellness program components.









<p>Strategy 1: Provide healthy information on hallway bulletin boards, including weekly health announcements, promote physical activity through activities over the PA system such as "Moving Mondays." Strategy's Expected Result/Impact: Students making healthy choices and being active. Staff Responsible for Monitoring: Nurse Wellness Committee</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: The campus Wellness Committee will maintain and promote the campus wellness plan. Strategy's Expected Result/Impact: The wellness plan has a positive impact on students and staff. Staff Responsible for Monitoring: Nurse T. Brooks Wellness Committee</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Classroom teachers will implement CATCH and produce lessons as part of the Brighter Bites curriculum. Strategy's Expected Result/Impact: 100% compliance with the Brighter Bites expectations. Students receive information on healthy eating choices. Staff Responsible for Monitoring: Classroom Teachers J. Rocha L. Crockett</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Galena Park Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 3: Create a healthy environment so staff and students thrive and are productive.

Evaluation Data Sources: Provide recognition for staff and students to improve morale. Promote safety, healthy eating and physical activity with staff and students.











<p>Strategy 1: PBIS Team will continue to train teachers and staff to make the campus safe and efficient.</p> <p>Strategy's Expected Result/Impact: PBIS Plan and Building Developmental Assets implemented and utilized according to surveys and observation.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett PBIS Team</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Offer various peer leadership positions such as Flag Corp and Safety Patrol for 5th Grade Students.</p> <p>Strategy's Expected Result/Impact: Building leadership skills and responsibility among student members.</p> <p>Staff Responsible for Monitoring: K. Washington R. Arrazolo J. Vazquez</p> <p>Funding Sources: Supplies and Rewards - 199 - Local - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Table top drills will be held with the crisis intervention team each school year to determine disaster readiness.</p> <p>Strategy's Expected Result/Impact: Completion of successful drill</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett Crisis Team Members</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: The counselor will provide training and lessons for classroom teachers in Character Education and make daily announcements about Character Education.</p> <p>Strategy's Expected Result/Impact: Effective Character Education program, newsletters, student work</p> <p>Staff Responsible for Monitoring: R. Arrazolo Teachers</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p>Strategy 5: Monthly character awards will be held to recognize students in each class.</p> <p>Strategy's Expected Result/Impact: Positive effect on student behavior and understanding of desired character traits.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo J. Vazquez Teachers</p> <p>Funding Sources: Certificates, photos, and materials - 199 - Local - \$50</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Provide teachers with monthly recognition of efforts (Teacher and Para of the month, morale builders, etc).</p> <p>Strategy's Expected Result/Impact: Higher staff morale</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett I. Quintanilla J. Vazquez</p> <p>Funding Sources: Certificates and snacks - 199 - Local - \$100</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Galena Park Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 1: Provide K-12 students with multiple college and career awareness opportunities.




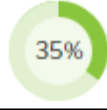



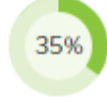
Evaluation Data Sources: Participation in the following activities: College Mondays (spotlighting a college campus over the announcements) and Career Day.







<p>Strategy 1: All students will participate in Career Day activities in the Fall or Spring Semester.</p> <p>Strategy's Expected Result/Impact: Students have the confidence in their own success to feel prepared for the next level in education.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Career Day Activities - 199 - Local - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students will participate in College Month activities.</p> <p>Strategy's Expected Result/Impact: To prepare students for college and participation in College Application Month Activities (November).</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo Teachers</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Students will be encouraged to wear a college spirit shirt on the first Monday of each month (College Mondays).</p> <p>Strategy's Expected Result/Impact: Exposing students to different potential colleges and universities.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Galena Park Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators.

Evaluation Data Sources: Increase in the number of students participating in activities.

<p>Strategy 1: Students will have the opportunity to attend College Night. Strategy's Expected Result/Impact: Provide students and families information on options regarding college. Staff Responsible for Monitoring: J. Rocha R. Arrazolo Teachers</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: The school will post teacher college information outside of classroom doors. Strategy's Expected Result/Impact: Promotion of colleges to students Staff Responsible for Monitoring: J. Vazquez Teachers</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Disaggregate ongoing assessment data for indentifying high acheiving students and recommending for possible GT testing. Strategy's Expected Result/Impact: Identification and tracking of high achieving students. Staff Responsible for Monitoring: J. Rocha CIC's C. Ewell</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Pullout groups and after school academies for high achieving students will increase the amount of Meets & Masters levels STAAR scores. Strategy's Expected Result/Impact: Increased percentage of Meets and Masters levels on STAAR. Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Provide opportunities for high achieving students to compete against other students with similar achievement levels (Academic Meet). Strategy's Expected Result/Impact: Improved results at the Academic Meet Staff Responsible for Monitoring: V. Lopez C. Ewell Teachers	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

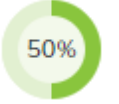




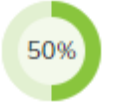
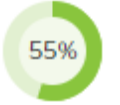




Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: GPE needs to increase the overall % of students who score at Meets level and above on assessments. Root Cause: GPE did not receive distinctions in 2018-2019.

Goal 2: Galena Park Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 3: Provide comprehensive counseling to students.







Evaluation Data Sources: Lesson plans and group assignments for the guidance program.




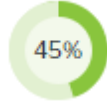




<p>Strategy 1: Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures, and career awareness.</p> <p>Strategy's Expected Result/Impact: Increased student self esteem and educational potential</p> <p>Staff Responsible for Monitoring: R. Arrazolo</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.</p> <p>Strategy's Expected Result/Impact: Participation in Red Ribbon program. Decreased number of bullying incidents.</p> <p>Staff Responsible for Monitoring: R. Arrazolo</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Conduct assemblies with classes/grade levels.</p> <p>Strategy's Expected Result/Impact: Improved awareness</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Assembly Supplies - 199 - Local - \$50</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

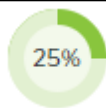



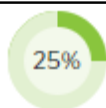
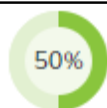
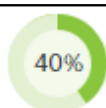
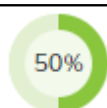
Goal 3: Galena Park Elementary will ensure student growth in the tested areas.

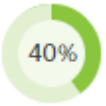








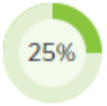
Performance Objective 1: Meet or exceed the state average in all tested areas.









Evaluation Data Sources: In the current year, GPE will meet the targeted areas for state accountability in all three Domains in addition to increases from the previous year's scores.

<p>Strategy 1: Disaggregate test data from prior 3 years and assess for gaps and strengths in student groups Strategy's Expected Result/Impact: Data disaggregated and used by campus in planning. Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's Specialists Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Reviews			
<p>Strategy 2: Campus Instructional Coaches and the campus interventionist will provide instructional assistance, staff development and data analysis. Strategy's Expected Result/Impact: Increased scores on District Assessments, Checkpoints, and STAAR. Staff Responsible for Monitoring: Instructional Coaches Interventionist Science Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 3</p>	Reviews			
<p>Strategy 3: Provide teachers with necessary staff development in needed areas such as Reading, Writing, Math, Science, and Dyslexia strategies. Strategy's Expected Result/Impact: Evidence of use in lesson plans and in observations resulting in improved student performance. Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's and Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 3 Funding Sources: Staff Development and Subs - 211 - Title I, Part A - \$4,500, Staff Development & Subs - 000 - Grant Funds - \$1,000, Staff Development & Subs - 199 - Bilingual - \$2,220, Staff Development and Subs - 199 - Local - \$4,500</p>	Reviews			
	Formative			Summative
	Formative			Summative
	Oct	Dec	Feb	May
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<p>Strategy 4: Implement common STAAR strategies for all grade levels.</p> <p>Strategy's Expected Result/Impact: Vertical Alignment with testing strategies</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 5: GPE will implement a PK-5 vertically aligned writing plan with specific EOY expectations for each grade level.</p> <p>Strategy's Expected Result/Impact: Students becoming more proficient in their writing abilities with the plan continuing from one year to the next.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Purchase additional materials for teachers to utilize with their students to increase student performance in the areas of Reading, Writing, Math, and Science (including reading materials, Seesaw, Accelerated Reader, and other technology applications).</p> <p>Strategy's Expected Result/Impact: District Assessment scores, STAAR results and student growth.</p> <p>Staff Responsible for Monitoring: J. Rocha CIC's I. Quintanilla Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3</p> <p>Funding Sources: Reading Materials and Supplies - 211 - Title I, Part A - \$10,400, Reading Materials and Supplies - 199 - Bilingual - \$1,200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 7: Asses students and monitor progress in all subjects on DA's.</p> <p>Strategy's Expected Result/Impact: Improvement of performance on DA's and STAAR.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's and Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Assess Kinder-2nd Grade with BASS instruments at the BOY (1st & 2nd), MOY, and EOY to determine students reading levels.</p> <p>Strategy's Expected Result/Impact: Progress monitoring of students in K-2.</p> <p>Staff Responsible for Monitoring: Specialists Kinder-2nd Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 9: Assess Kinder-2nd Grade students with frequent letter identification/running record checks as determined by RTI level (Tier 1=Monthly, Tier 2= twice a month, Tier 3= three times a month).</p> <p>Strategy's Expected Result/Impact: Successful tracking of student progress.</p> <p>Staff Responsible for Monitoring: Classroom Teachers CIC's</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 10: Provide tutorials for students not meeting standard in K-5, including tutorials to target increased Meets and Masters percentages and for additional targeted support areas.</p> <p>Strategy's Expected Result/Impact: Improved student performance on DA's, Checkpoints, and STAAR in the areas of Approaches/Meets/Masters.</p> <p>Staff Responsible for Monitoring: J. Rocha CIC's Teachers SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3</p> <p>Funding Sources: Extra Duty Pay - 199 - Local - \$1,000, Extra Duty Pay - 199 - Bilingual - \$6,000, Extra Duty Pay - 211 - Title I, Part A - \$4,500, Extra Duty Pay (Comp. Ed) - 000 - Grant Funds - \$9,320</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 11: Serve students identified with dyslexia by implementing Reading By Design (English) and Esperanza (Spanish).</p> <p>Strategy's Expected Result/Impact: Improved student reading performance</p> <p>Staff Responsible for Monitoring: O. Morris Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 12: Use I-Ready and I-Station in grades K-5. Provide incentives for students who reach their growth goal in the acceleration plan.</p> <p>Strategy's Expected Result/Impact: Increase of students' reading and math levels as they progress through the programs.</p> <p>Staff Responsible for Monitoring: Teachers Specialists</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 13: Weekly team planning will increase teacher preparedness and effectiveness with the implementation of balanced literacy components for ELA, integration of technology, and differentiation in all subjects.</p> <p>Strategy's Expected Result/Impact: Planning efficiency and effectiveness.</p> <p>Staff Responsible for Monitoring: CIC's Grade Level Chairs J. Rocha L. Crockett</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 14: Facilitate peer observations during instructional rounds</p> <p>Strategy's Expected Result/Impact: Improved teaching strategies and alignment.</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 15: Grade Levels will meet each semester to vertically align with other grade levels.</p> <p>Strategy's Expected Result/Impact: Vertical alignment among grade level clusters</p> <p>Staff Responsible for Monitoring: Grade Level Chairs CIC's</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 16: Hold STAAR orientation meetings for parents. Provide an SSI, STAAR meeting to inform parents of state requirements for students in 5th grade.</p> <p>Strategy's Expected Result/Impact: High parent participation and awareness Sign-in sheet</p> <p>Staff Responsible for Monitoring: J. Rocha 5th Grade Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 17: Utilize technology such as student computers, IPADs, Chromebooks, and interactive panels in all classrooms for learning stations Strategy's Expected Result/Impact: Improved student academic performance and technological proficiency Staff Responsible for Monitoring: Digital Learning Specialist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 18: Provide students with a variety of reading choices in the school library and implement the AR program for grades K-2 (provide incentives). Strategy's Expected Result/Impact: Greater promotion of reading on campus. Staff Responsible for Monitoring: J. Rocha D. Resendez A. Gudiel Title I Schoolwide Elements: 2.6 Funding Sources: Library Reading Materials - 199 - Local - \$2,000	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for earlier identification of students needing intervention to close learning gaps. Root Cause: GPE data shows students are starting school with a weak literacy foundation. 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.
Student Learning
Problem Statement 1: GPE students will require immediate interventions at the beginning of the 2020-2021 school year to close learning gaps. Root Cause: GPE students are likely to show regression due to the loss of face-to-face instruction due to COVID-19. Problem Statement 2: GPE needs to increase the overall % of students who score at Meets level and above on assessments. Root Cause: GPE did not receive distinctions in 2018-2019. Problem Statement 3: GPE needs to increase the STAAR performance of the following subpopulations: SPED, White, and African American. Root Cause: Subpops missed the state's target scores in 2018-2019.
School Processes & Programs
Problem Statement 1: Some GPE students lack adequate technology proficiency. Root Cause: Further digital learning proficiency for students and parents is needed, with continued possible closures and online testing in our near future. Problem Statement 3: 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

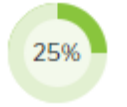





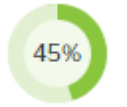
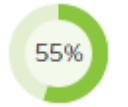




Problem Statement 1: Some GPE parents are unfamiliar with EOY expectations for each grade level. **Root Cause:** Parents are unfamiliar EOY expectations and with the different levels of STAAR scoring (Approaches, Meets, and Masters) and examples of questions on the test.

Problem Statement 2: GPE must increase parent attendance at after-school events and support at home. **Root Cause:** Turnout at after-school campus events and overall help at home is mediocre to low.

Goal 3: Galena Park Elementary will ensure student growth in the tested areas.

Performance Objective 2: Provide instructional support and high quality curriculum and resources

Evaluation Data Sources: In the current year, GPE will meet the targeted areas for state accountability in all three Domains in addition to increases from the previous year's scores.

<p>Strategy 1: Provide current math manipulatives & instructional materials to teachers for use with students.</p> <p>Strategy's Expected Result/Impact: Increased instructional outcomes</p> <p>Staff Responsible for Monitoring: J. Rocha CIC's I. Quintanilla</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Manipulatives & Supplies - 199 - Local - \$500, Manipulatives & Supplies - 211 - Title I, Part A - \$2,401</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: The teachers and coaches will provide classroom small group instruction (push-ins and pull-outs) to close student learning gaps and/or enrich learning.</p> <p>Strategy's Expected Result/Impact: Closing student performance gaps & enrich learning.</p> <p>Staff Responsible for Monitoring: CIC's Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide weekly Science Lab for all 4th and 5th grade students with follow-up in the classroom (hand-on experiences).</p> <p>Strategy's Expected Result/Impact: Increased scores in all Science objectives.</p> <p>Staff Responsible for Monitoring: K. Washington Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: K-3 teachers will access the Science Lab at least every two weeks.</p> <p>Strategy's Expected Result/Impact: Provide background knowledge and hands-on science experiences.</p> <p>Staff Responsible for Monitoring: K. Washington Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need for earlier identification of students needing intervention to close learning gaps. **Root Cause:** GPE data shows students are starting school with a weak literacy foundation.

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.

Student Learning

Problem Statement 1: GPE students will require immediate interventions at the beginning of the 2020-2021 school year to close learning gaps. **Root Cause:** GPE students are likely to show regression due to the loss of face-to-face instruction due to COVID-19.











Problem Statement 2: GPE needs to increase the overall % of students who score at Meets level and above on assessments. **Root Cause:** GPE did not receive distinctions in 2018-2019.

Problem Statement 3: GPE needs to increase the STAAR performance of the following subpopulations: SPED, White, and African American. **Root Cause:** Subpops missed the state's target scores in 2018-2019.

Goal 3: Galena Park Elementary will ensure student growth in the tested areas.

Performance Objective 3: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Sources: In the current school year, teachers will increase their base of knowledge which will result in higher student achievement.

<p>Strategy 1: Provide instructional coaching to classroom teachers including new or teachers in need of assistance. Strategy's Expected Result/Impact: Increased instructional outcomes and teacher performance Staff Responsible for Monitoring: CIC's Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide staff development on implementation of current instructional strategies including Google Classroom, SeeSaw, Kagan structures, differentiation, writing alignment, and small group instruction. Strategy's Expected Result/Impact: Increased instructional outcomes and student performance Staff Responsible for Monitoring: CIC's G. Saenz Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 1, 3 Funding Sources: Supplies - 199 - Local - \$50</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Teachers will have the opportunity to participate in learning walks conducted throughout the school year. Strategy's Expected Result/Impact: Greater exposure to different instructional techniques and strategies. Staff Responsible for Monitoring: J. Rocha L. Crockett Teachers Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
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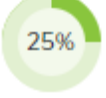



Performance Objective 3 Problem Statements:












School Processes & Programs
<p>Problem Statement 1: Some GPE students lack adequate technology proficiency. Root Cause: Further digital learning proficiency for students and parents is needed, with continued possible closures and online testing in our near future.</p> <p>Problem Statement 3: 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 3: Galena Park Elementary will ensure student growth in the tested areas.

Performance Objective 4: Provide technology support to all tested areas

Evaluation Data Sources: In the current year, teachers and students will be able to utilize campus technological resources to improve academic performance.

<p>Strategy 1: DLS will work with students and train teachers in technology and software. Strategy's Expected Result/Impact: Increased student and teacher proficiency with technology usage Staff Responsible for Monitoring: G. Saenz Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: DLS will model how to incorporate technology into instruction. Strategy's Expected Result/Impact: Teachers will increase the amount of technology used in the classroom Staff Responsible for Monitoring: G. Saenz Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: DLS will work with teachers and students to help with various projects that are required by the district. Strategy's Expected Result/Impact: Students and teachers meeting digital requirements this year. Staff Responsible for Monitoring: G. Saenz Teachers Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Provide training to parents and students on care and usage of devices checked out in addition to LMS such as Google Classroom and SeeSaw. Strategy's Expected Result/Impact: Proper care and usage of devices in class and at home. Participation in LMS in class and remotely. Staff Responsible for Monitoring: J. Rocha G. Saenz CIC's Title I Schoolwide Elements: 3.2 Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Implement consistent learning management systems (Google Classroom and SeeSaw) in PK-5 grades to support digital and remote learning. Strategy's Expected Result/Impact: Students are proficient in engaging in learning digitally in class and remotely. Staff Responsible for Monitoring: G. Saenz Teachers Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 6: Schedule classes for weekly computer lab sessions. Strategy's Expected Result/Impact: Consistent usage of campus technology resources and district programs Staff Responsible for Monitoring: G. Saenz Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 7: Update and maintain technology resources throughout the school. Strategy's Expected Result/Impact: Efficiency and accuracy of usage with computer applications Staff Responsible for Monitoring: J. Rocha G. Saenz Funding Sources: Capital Outlay - 199 - Local - \$2,000	Reviews			
	Formative			Summative
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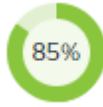




Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Some GPE students lack adequate technology proficiency. Root Cause: Further digital learning proficiency for students and parents is needed, with continued possible closures and online testing in our near future.
Perceptions
Problem Statement 2: GPE must increase parent attendance at after-school events and support at home. Root Cause: Turnout at after-school campus events and overall help at home is mediocre to low.

Goal 4: Galena Park Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Provide all elementary students with PE, Music, Art and library weekly.





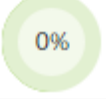
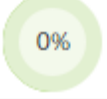


Evaluation Data Sources: Success with PE, Music, and Art TEKS.

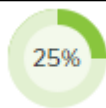









<p>Strategy 1: Students will rotate through the following classes at least once during specials time (PE twice): PE, Music, Art, and Library</p> <p>Strategy's Expected Result/Impact: Student understanding of the covered TEKS</p> <p>Staff Responsible for Monitoring: Specials Teachers</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Galena Park Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 2: Offer a wide variety of extracurricular student clubs for students to be involved in.

Evaluation Data Sources: Engagement in student clubs and development of socialization skills









<p>Strategy 1: Opportunities for students in 5th grade to participate in GPE's robotics and STEM programs. Strategy's Expected Result/Impact: Exposure to experiences gained from projects and contests. Staff Responsible for Monitoring: K. Washington Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Opportunities for students in 4th and 5th grade to participate in Art Club Strategy's Expected Result/Impact: Greater understanding of art concepts and socialization skills. Staff Responsible for Monitoring: A. Silva Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Opportunties for 5th grade students to participate in the Safety Patrol Strategy's Expected Result/Impact: Leadership skills learned. Staff Responsible for Monitoring: K. Washington Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Opportunity for 4th & 5th Grade students to participate in the Boys and Girls Club. Strategy's Expected Result/Impact: High participation of students in clubs. Staff Responsible for Monitoring: J. Rocha B. Lloyd A. Zamarron R. Arrazolo K. Brady C. Pichon S. Allen K. Washington C. Coulter Title I Schoolwide Elements: 2.5 Funding Sources: High School Etiquette Luncheon - 199 - Local - \$350</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Opportunity for 5th Grade qualifying students to participate in the National Elementary Honor Society. Strategy's Expected Result/Impact: 20-30 4th and 5th grade students who qualify. Staff Responsible for Monitoring: J. Rocha R. Arrazolo T. Perez 4th and 5th Teachers Title I Schoolwide Elements: 2.5 Funding Sources: Registration Fee - 199 - Local - \$75	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 6: Opportunity for 4th and 5th Grade students to participate in Honor Choir. Strategy's Expected Result/Impact: High participation of students and performances. Staff Responsible for Monitoring: A. Zamarron J. Rocha	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 7: Opportunity to participate in the school's Soccer program. Strategy's Expected Result/Impact: High participation of students. Staff Responsible for Monitoring: T. Perez T. Brooks C. Obregon C. Coulter	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Galena Park Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 3: Continue to produce, support, and recognize high quality athletic achievements by teams and individuals.









Evaluation Data Sources: Participation and success in events held.







<p>Strategy 1: Provide opportunities for students to participate in organized, team-oriented physical events: Field Day/Olympiad</p> <p>Strategy's Expected Result/Impact: Events held and increase participation in activities</p> <p>Staff Responsible for Monitoring: T. Brooks Specials Team</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Field Day Resources and Activities - 199 - Local - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Recognition of students by the PE coach for sportsmanship and teamwork at the end of year awards.</p> <p>Strategy's Expected Result/Impact: Fostering better teamwork and sportsmanship among students.</p> <p>Staff Responsible for Monitoring: T. Brooks</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Medals for the End of Year awards - 199 - Local - \$100</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Galena Park Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school.

Evaluation Data Sources: In this school year, the student attendance percentage will remain above 97% (maintaining top 3 status in the district for elementary).


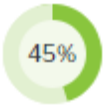
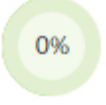


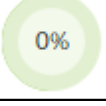
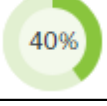




<p>Strategy 1: Parent contact to improve student attendance (warning letters). Strategy's Expected Result/Impact: Student attendance is 97% or higher Staff Responsible for Monitoring: J. Rocha Teachers R. Arrazolo L. Garcia Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Send "The Buzz" parent newsletter monthly to keep parents informed of campus events and message on the importance of daily attendance. Strategy's Expected Result/Impact: All students will receive a copy of "The Buzz" to take home. Staff Responsible for Monitoring: L. Crockett R. Arrazolo Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Offer incentives for those who have perfect or improved attendance every six weeks (including free dress passes, prizes, etc). Strategy's Expected Result/Impact: Increased student attendance (specifically chronically absent students). Staff Responsible for Monitoring: I. Quintanilla L. Garcia R. Arrazolo Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Provide end of year awards for perfect attendance Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers J. Rocha I. Quintanilla L. Garcia Title I Schoolwide Elements: 3.1 Funding Sources: Certificates & Plaques - 199 - Local - \$100</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Stress the importance of daily attendance to students over the morning announcements. Strategy's Expected Result/Impact: Student attendance of over 97% Staff Responsible for Monitoring: L. Garcia L. Sanderson	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Galena Park Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 2: Develop intervention strategies and provide support to campuses to improve attendance, graduation, retention and drop-out rates.







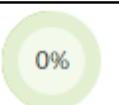
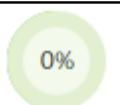
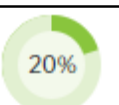
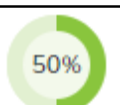
Evaluation Data Sources: Strategies will be implemented to improve absence percentages for the chronically absent.

<p>Strategy 1: Hold attendance conferences with parents of students with high absentee rates</p> <p>Strategy's Expected Result/Impact: Improved attendance over 90% for identified students</p> <p>Staff Responsible for Monitoring: J. Rocha R. Arrazolo L. Garcia</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Send end of fall semester letters for students with attendance percentages lower than 90% (at risk of non promotion for lower than 90% attendance for the year)</p> <p>Strategy's Expected Result/Impact: Improved attendance for students with attendance percentages lower than 90% for the fall semester.</p> <p>Staff Responsible for Monitoring: J. Rocha R. Arrazolo L. Garcia</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Daily phone calls to parents of absent students.</p> <p>Strategy's Expected Result/Impact: Parents are aware that attendance is being monitored.</p> <p>Staff Responsible for Monitoring: L. Garcia</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Galena Park Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 3: Implement strategies to monitor and increase staff attendance.

Evaluation Data Sources: For the current school year, staff attendance percentages will be monitored weekly with the end of year percentage of at least 97%.

<p>Strategy 1: Provide EOY perfect attendance prizes. Strategy's Expected Result/Impact: Staff attendance of at least 97% for the year Staff Responsible for Monitoring: J. Rocha I. Quintanilla Funding Sources: Incentives - 199 - Local - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Recognize staff members with perfect attendance for the nine weeks at monthly assembly and provide lunch Strategy's Expected Result/Impact: Staff attendance of at least 97% for the year Staff Responsible for Monitoring: J. Rocha I. Quintanilla Funding Sources: Staff lunches - 199 - Local - \$600</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide staff with weekly attendance percentages for staff members and recognition of 100% groups (Weekly Buzz) Strategy's Expected Result/Impact: Staff attendance of at least 97% for the year Staff Responsible for Monitoring: J. Rocha I. Quintanilla Grade Level Chairs</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Provide a free dress pass for staff members with perfect attendance for the month. Strategy's Expected Result/Impact: Staff attendance of at least 97% Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 5: Staff attendance will be used as part of the evaluation process. Strategy's Expected Result/Impact: At least 97% staff attendance. Staff Responsible for Monitoring: J. Rocha L. Crockett</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

0% No Progress

100% Accomplished




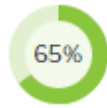




→ Continue/Modify

✗ Discontinue

Goal 6: Galena Park Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 1: Enhance the relationship between GPE and neighboring businesses.









Evaluation Data Sources: Increased business partner support and involvement.

Strategy 1: Solicit local businesses to adopt the campus to support student success. Strategy's Expected Result/Impact: Business partner support and involvement Staff Responsible for Monitoring: J. Rocha R. Arrazolo	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: Invite local business partners to become part of our CPAC. Strategy's Expected Result/Impact: Business partner support and involvement Staff Responsible for Monitoring: J. Rocha I. Quintanilla	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Galena Park Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 2: Increase parental involvement opportunities on campus.

Evaluation Data Sources: Parent attendance and participation in campus events

<p>Strategy 1: Offer technology classes for the parents to attend learning about different ways to help their child in the LMS of the teacher (Google Classroom and SeeSaw) for digital learning in class and at home.</p> <p>Strategy's Expected Result/Impact: Parent attendance and evaluation</p> <p>Staff Responsible for Monitoring: R. Arrazolo G. Saenz Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Opportunity for GPE Grandparents to participate in Grandparent's Breakfast.</p> <p>Strategy's Expected Result/Impact: High percentage of grandparents in attendance.</p> <p>Staff Responsible for Monitoring: R. Arrazolo</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Parental Involvement Supplies - 285 - Title IV - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Open house and school orientation to share school expectations, STAAR requirements, school compact and Title I requirements.</p> <p>Strategy's Expected Result/Impact: Parent awareness and follow through</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett R. Arrazolo Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Incentives for Attending - 199 - Local - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: During the month of October GPE and the school counselor will host donuts for dads.</p> <p>Strategy's Expected Result/Impact: Increased involvement from GPE fathers and father figures.</p> <p>Staff Responsible for Monitoring: R. Arrazolo</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Parental Involvement Supplies - 285 - Title IV - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Offer a Spring Family Night which teaches basic/interactive strategies for ELA, Math, and Science. Strategy's Expected Result/Impact: Parent participation, awareness and follow-through Staff Responsible for Monitoring: CIC's Grade level teams Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 2 Funding Sources: Supplies and Incentives for Attending - 199 - Local - \$400	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 6: During the month of May GPE and the school counselor will host muffins for moms. Strategy's Expected Result/Impact: Increased involvement Staff Responsible for Monitoring: R. Arrazolo Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2 Funding Sources: Parental Involvement Supplies - 285 - Title IV - \$200	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 7: The Music program in conjunction with PTA will host a monthly student performance. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: A. Zamarron R. Arrazolo PTA Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

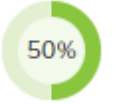
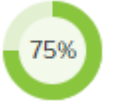
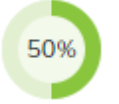






Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Some GPE parents are unfamiliar with EOY expectations for each grade level. Root Cause: Parents are unfamiliar EOY expectations and with the different levels of STAAR scoring (Approaches, Meets, and Masters) and examples of questions on the test.
Problem Statement 2: GPE must increase parent attendance at after-school events and support at home. Root Cause: Turnout at after-school campus events and overall help at home is mediocre to low.

Goal 6: Galena Park Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 3: Provide multiple communication channels with parents, students, and the community.

Evaluation Data Sources: Increased outlets of communication and message clarity.

<p>Strategy 1: All parent communication will be provided in English and Spanish. Strategy's Expected Result/Impact: Increased involvement and awareness Staff Responsible for Monitoring: J. Vazquez Teachers J. Rocha L. Crockett R. Arrazolo Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Offer a beginning-of-the-year parent night (Meet the Teacher) for students in every grade level in order to meet the teacher and discuss behavioral and academic expectations at the beginning of school. (Title I Component 6) Strategy's Expected Result/Impact: Parental awareness and intervention Staff Responsible for Monitoring: J. Rocha Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Paper - 199 - Local - \$100</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Post parental involvement opportunities and campus information on the campus website, marquee, and social media pages. Strategy's Expected Result/Impact: Increased involvement and participation Staff Responsible for Monitoring: J. Vazquez R. Arrazolo Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Train staff annually with "Family Friendly Schools." Strategy's Expected Result/Impact: Providing a welcoming school atmosphere Staff Responsible for Monitoring: R. Arrazolo Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 5: Survey parents annually with customer satisfaction survey as part of the campus needs assessment. Strategy's Expected Result/Impact: Positive survey results Staff Responsible for Monitoring: J. Rocha Teachers Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 6: Provide a monthly calendar and newsletter to inform parents of scheduled events and activities. Strategy's Expected Result/Impact: Parent attendance and involvement Staff Responsible for Monitoring: L. Crockett R. Arrazolo Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 7: Maintain communication by offering parent conferences to discuss student progress in order to keep them abreast of their student's academic status. Strategy's Expected Result/Impact: Parental awareness and intervention Staff Responsible for Monitoring: All teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 8: Improve communication by providing parents with updated teacher websites. Strategy's Expected Result/Impact: Parental awareness and intervention Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 3.1 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 9: Recruit parent volunteers through parental involvement meetings (Pastries with the Principal) Strategy's Expected Result/Impact: Number of hours volunteered and returning volunteers Staff Responsible for Monitoring: Principal and counselor Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Supplies - 199 - Local - \$300	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Some GPE parents are unfamiliar with EOY expectations for each grade level. **Root Cause:** Parents are unfamiliar EOY expectations and with the different levels of STAAR scoring (Approaches, Meets, and Masters) and examples of questions on the test.







Problem Statement 2: GPE must increase parent attendance at after-school events and support at home. **Root Cause:** Turnout at after-school campus events and overall help at home is mediocre to low.

Goal 6: Galena Park Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 4: Maintain compliance with all Title 1 parent involvement requirements.

Targeted or ESF High Priority





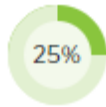





Evaluation Data Sources: Compliance status

<p>Strategy 1: Ensure that all Title 1 parental involvement requirements are met with appropriate documentation to improve the parent/school partnership.</p> <p>Strategy's Expected Result/Impact: Increased positive impact from the parent/school partnership</p> <p>Staff Responsible for Monitoring: J. Rocha R. Arrazolo</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Galena Park Elementary will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

Evaluation Data Sources: In the current school year, all professional staff will participate in staff development.

<p>Strategy 1: Provide staff development training on campus over campus and district expectations, T-TESS, content areas, best instructional practices, etc.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: J. Rocha L. Crockett CIC's</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide training to teachers who teach English language learners, SPED students, and targeted sub-pops to improve lesson planning, delivery and outcomes.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and English language proficiency (target areas met)</p> <p>Staff Responsible for Monitoring: J. Rocha CIC's</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide staff development regarding changes in the state accountability system.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficiency and student achievement.</p> <p>Staff Responsible for Monitoring: J. Rocha</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: GPE needs to increase the STAAR performance of the following subpopulations: SPED, White, and African American. Root Cause: Subpops missed the state's target scores in 2018-2019.</p>

Goal 7: Galena Park Elementary will ensure high quality staff is employed.

Performance Objective 2: Enhance programs that provide leadership development for employees.







Evaluation Data Sources: Increase in the opportunities of members to gain leadership experiences.

Strategy 1: Enhance the number of staff on the campus leadership team. Strategy's Expected Result/Impact: Greater leadership capacity in staff Staff Responsible for Monitoring: J. Rocha L. Crockett	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 15%	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Galena Park Elementary will ensure high quality staff is employed.

Performance Objective 3: Create an on-boarding process to introduce new staff to District/GPE culture, goals, and programs.







Evaluation Data Sources: Train new teachers through district/campus staff developments to the procedures and protocols.

<p>Strategy 1: Provide new staff members with a mentor or buddy on campus to assist them with support, encouragement, and assistance during their first and second year.</p> <p>Strategy's Expected Result/Impact: High morale for new staff and retention.</p> <p>Staff Responsible for Monitoring: J. Rocha A. Salazar</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 50%	 65%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Galena Park Elementary will ensure high quality staff is employed.


Performance Objective 4: Recruit and retain highly qualified staff.

Evaluation Data Sources: Maintain a staff retention rate of 95% or better.

Strategy 1: Maintain compliance with all highly qualified requirements (100%). Strategy's Expected Result/Impact: 100% highly qualified Staff Responsible for Monitoring: J. Rocha	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: Ensure that all new teachers are properly certified and encourage certification in shortage areas including ESL. Strategy's Expected Result/Impact: Increase in certifications in the areas of need. Staff Responsible for Monitoring: J. Rocha	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 3: Meet with district HR department to ensure that compliance directives are followed and present to CPAC. Strategy's Expected Result/Impact: 100% highly qualified Staff Responsible for Monitoring: J. Rocha	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 4: Participate in GPISD Job Fair to recruit highly qualified staff. Strategy's Expected Result/Impact: Fill any openings with highly qualified staff Staff Responsible for Monitoring: J. Rocha L. Crockett	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 5: Continue the Homegrown program and University partnerships. Strategy's Expected Result/Impact: Homegrowns and students are trained by master teachers. Staff Responsible for Monitoring: J. Rocha	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 8: Galena Park Elementary will provide superior operational services to best support student and staff success.

Performance Objective 1: Evaluate current assets and develop plan to repair and/or replace responsibly.









Evaluation Data Sources: Maintain 100% compliance with the district operating plan and guidelines.

<p>Strategy 1: Utilize measures such as campus observations and the campus replacement plan to keep equipment up to date.</p> <p>Strategy's Expected Result/Impact: 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>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 8: Galena Park Elementary will provide superior operational services to best support student and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.






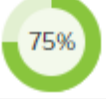




Evaluation Data Sources: Parent and staff surveys will indicate that GPE provides excellent customer service.

Strategy 1: Train all staff in good customer service techniques. Strategy's Expected Result/Impact: Positive survey results Staff Responsible for Monitoring: J. Rocha L. Crockett	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: Collect data from staff and parent surveys as part of the campus needs assessment. Strategy's Expected Result/Impact: High customer satisfaction Staff Responsible for Monitoring: J. Rocha L. Crockett	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Galena Park Elementary will provide superior operational services to best support student and staff success.

Performance Objective 3: Ensure an efficient and effective use of District financial resources, in order to best support students and staff.









Evaluation Data Sources: Fiscal and Operational Reports will show budget expenses are logged in and documented 100% of the time.

Strategy 1: Provide money handling training at the BOY to staff that will be handling funds. Strategy's Expected Result/Impact: 100% compliance with district procedures and proper budget allocation. Staff Responsible for Monitoring: J. Rocha I. Quintanilla	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: 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 CPAC	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 3: 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	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Galena Park Elementary will provide superior operational services to best support student and staff success.

Performance Objective 4: Continue to develop and present transparent financial information demonstrating commitment to high quality professional standards.

Evaluation Data Sources: All financial information is transparent and readily available upon request.

<p>Strategy 1: Designated personnel will be trained on fund-raising processes and management of activity accounts. All fiduciary activities will be approved by the Principal and monitored by administrators. Strategy's Expected Result/Impact: No procedural errors involving money handling, Training agendas, sign-in sheets, list of authorized personnel Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All funds will be verified by principal's secretary or an administrator, secured, and deposited daily. Strategy's Expected Result/Impact: No fiscal procedure irregularities Staff Responsible for Monitoring: J. Rocha I. Quintanilla</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Galena Park Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Grace Saenz	TIS		
Kaneice Washington	Science Specialist		
LaKeisha Sanderson	4-5 Math/Science CIC		
Olga Morris	Bilingual Interventionist		
Rachel Mallory	TIS		

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 4/21/20 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 28, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CLT met to discuss the needs 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.

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Rosa Arrazolo	Counselor
Angela Gardner	Special Ed. Teacher
Luis Reveles	Classroom Teacher-Kinder
Kyrie Brady	Classroom Teacher-1st
Cambrian Pichon	Classroom Teacher-3rd
Maria Gaspar	Classroom Teacher-5th
Britney Hamberg	Classroom Teacher-5th
Adriana Sanchez	Coach

LaKeisha Sanderson	Coach	Edit Delete
Denise Murff	Classroom Teacher-2nd	Edit Delete
Alicia Salazar	Classroom Teacher-4th	Edit Delete
Jaime Rocha	Principal	Edit Delete
Laurie Crockett	Administrator	Edit Delete
Irene Quintanilla	Paraprofessional	

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting; 9/24/20, 11/12/20, 2/4/21, 4/15/21, and 5/20/21 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

Alma Peña, parent

Rosa Franco, 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. 17 (5:00 pm); Jan. 20 (5:00); March 25 (5:00pm); Apr. 29 (5:00 pm)
- Pastries with the Principal (2nd Thursday of every month; 9:00 am)
- GPE Open House (TBD by District)

- Grandparents' Breakfast; September 11, 2020
- National Fathers Bring Your Kids to School Day on September 17, 2020
- Parent conferences (teacher conference times and Saturday, October 17, 2020 @ 8:00AM-10:00AM)
- Fall Festival on October 17, 2020 (12:00-2:00PM)
- Family Movie Night; October 30, 2019
- Thanksgiving Luncheon (week of Thanksgiving)
- Family Night December 10, 2020
- Muffins with Mom on May 7, 2021

Campus Funding Summary

199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Staff Development & Subs		\$2,220.00
3	1	6	Reading Materials and Supplies		\$1,200.00
3	1	10	Extra Duty Pay		\$6,000.00
Sub-Total					\$9,420.00
Budgeted Fund Source Amount					\$9,420.00
+/- Difference					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies and Rewards		\$200.00
1	3	5	Certificates, photos, and materials		\$50.00
1	3	6	Certificates and snacks		\$100.00
2	1	1	Career Day Activities		\$300.00
2	3	3	Assembly Supplies		\$50.00
3	1	3	Staff Development and Subs		\$4,500.00
3	1	10	Extra Duty Pay		\$1,000.00
3	1	18	Library Reading Materials		\$2,000.00
3	2	1	Manipulatives & Supplies		\$500.00
3	3	2	Supplies		\$50.00
3	4	7	Capital Outlay		\$2,000.00
4	2	4	High School Etiquette Luncheon		\$350.00
4	2	5	Registration Fee		\$75.00
4	3	1	Field Day Resources and Activities		\$200.00
4	3	2	Medals for the End of Year awards		\$100.00
5	1	4	Certificates & Plaques		\$100.00
5	3	1	Incentives		\$200.00
5	3	2	Staff lunches		\$600.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	3	Incentives for Attending		\$200.00
6	2	5	Supplies and Incentives for Attending		\$400.00
6	3	2	Paper		\$100.00
6	3	9	Supplies		\$300.00
Sub-Total					\$13,375.00
Budgeted Fund Source Amount					\$13,375.00
+/- Difference					\$0.00
000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Staff Development & Subs		\$1,000.00
3	1	10	Extra Duty Pay (Comp. Ed)		\$9,320.00
Sub-Total					\$10,320.00
Budgeted Fund Source Amount					\$10,320.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Staff Development and Subs		\$4,500.00
3	1	6	Reading Materials and Supplies		\$10,400.00
3	1	10	Extra Duty Pay		\$4,500.00
3	2	1	Manipulatives & Supplies		\$2,401.00
Sub-Total					\$21,801.00
Budgeted Fund Source Amount					\$21,801.00
+/- Difference					\$0.00
Grand Total					\$54,916.00