Galena Park Independent School District

Galena Park High School

2024-2025 Campus Improvement Plan

Board Approval Date: August 12, 2024

Mission Statement

We will work collaboratively, compassionately, and respectfully to ensure that all students, staff, and community achieve their maximum potential by providing necessary resources and training to meet their unique and diverse needs.

Vision

The vision of Galena Park High School is to prepare students to be successful throughout life.

Campus Profile

In 1917, the Harris County School District erected Clinton School, a one-room frame building to serve Galena Park students in the primary grades. Older students had to make the long trip to attend Milby High School. With additions constructed over the years, in 1922 Clinton School was able to add 9th and 10th-grade studies. In 1924, the frame building was replaced with a two-story red brick building serving all grades, 1st through 12th grade. In 1930, Galena Park established its own independent school district, and soon after a separate building was constructed. This building allowed Clinton School to become Clinton Elementary. In 1947, the district opened Dement Field to serve student athletics needs. With the continued growth of the district, a new and larger high school building was soon needed, and on March 17, 1950, the present Galena Park High School was opened. Additions and renovations were completed in 1992 to better meet the needs of Galena Park's growing population. The Johnnie Rountree Auditorium was constructed to encourage the cultivation of the arts. Additionally, Dement Stadium was upgraded to college-level requirements and provided collegiate-level athletic experiences for our students. One of the largest additions to Galena Park High School was the construction of the Arthur C. Lily Building. This facility sits on the site of the former Galena Park ISD Administration Building. A new addition is in the process of completion for the 2021-2022 school year which will feature 14 new classrooms. A new addition is in the process of completion for the 2024-2025 school year which will feature a new cafeteria and CTE building.

Galena Park High School is one of three high school campuses in the Galena Park Independent School District and predominantly serves low socioeconomic, urban families. During the 2023-2024 school year, Galena Park High School served 1800 students in grades 9th to 12th. Galena Park High campus organization is designed to facilitate 9th - 12th grades. Academic courses are geared towards preparing all students for college and career opportunities and students are provided with elective course options in Fine Arts, Career & Technology, Physical Education, and/or extracurricular organizations, clubs, and groups. As a campus, we strive to have all students graduate from high school with the 21st-century skills needed to meet our community's and student's needs. The principal of Galena Park High School is Juan Ramirez.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Galena Park High School completed the Campus Needs Assessment process in April 2024. The following teachers volunteered to chair the multiple measures of data committees listed next to their names:

Processes & Programs - Chris Castillo and Shelley Paquette-Gomez

Student Learning - Cynthia Tenaglio

Demographics - Chad Jones

Perceptions - Sarah Castillo and Yeri Villalobos

Needs assessment committees reviewed data found in this google folder: https://drive.google.com/drive/folders/1rAQN-fAHSZDOgjajIvT8WNBoJIIlWM6p?usp=sharing

Demographics

Demographics Summary

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Demographics Strengths

1. Our ADA Attendance rate, 92.6%, is the highest in the district. We reach these numbers because of the internal structures put in place for all departments (registrar dept., truancy dept., attendance dept., records dept.)
2. GPHS CTE certification rate is at 58.5%, comprising more than half of the district count. CCMR rate is 79.6%, compared to the state average of 70%
3. We serve an 87.4% low socioeconomic population and graduate 89.3% of our students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The graduation rate among African-American students was 84.6%   **Root Cause:** Limited population size and failure to adequately track all graduates.

Problem Statement 2 (Prioritized): GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause:** State expectation for ESL and SPED students

Problem Statement 3 (Prioritized): Students in special education programs are under performing academically.   **Root Cause:** Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development

Problem Statement 4 (Prioritized): The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause:** GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Problem Statement 5 (Prioritized): Attendance across the campus needs improvement.   **Root Cause:** Student apathy regarding the importance of regular attendance on academic success and receiving course credits

Problem Statement 6 (Prioritized): However, our attendance issue is being late to the first period of the day, and many times being counted absent from their 1st or 5th period. **Root Cause:** Tardiness

Problem Statement 7 (Prioritized): Our dropout rate was lower in 2021 (5.3%) compared to 2022 (7.3%) which was also above the state (6.3%). We need easier access to dropout,

preventive measures. An alternative solution could be early recognition of potential dropout risks.   **Root Cause:** Graduation Rate

Student Learning

Student Learning Summary

From 2018, the year the current accountability system began, to 2022, Galena Park High School has made gradual improvements in Student Achievement (77 to 84), School Progress (77 to 89), and Closing the Gaps (79 to 81). Accountability ratings were not released for the previous school year, 2023. In the same period, except the year of virtual learning in 2021, STAAR scores have shown improvements each year in all subject areas at the approaches, meets, and masters level. This may be explained by faithful implementation of the data-driven instruction approach in Teacher Instructional Leadership (TIL) planning. English I and II EOC scores were higher in 2023 than they were pre-COVID in 2019, which may be explained by a consistent passing standard and a change to a text-based evidence model in the structure of English EOC exams. Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels, with the gaps widest in Algebra I (differences of -3% approaches, -16% meets, and -13% masters) and smallest in biology (0% approaches, -7% meets, and +2% masters). Gaps in content knowledge due to a year of virtual learning may explain some of the disparity. At the same time, the algebra test was restructured and the passing standard was changed, which may account for some of the declines in scores.

In 2022, the most recent year for which accountability ratings were reported, Galena Park High School earned a 76 in the area of STAAR performance. In the years 2022 and 2023, there were gaps between our campus's overall performance on STAAR and that of our Special Education population. The widest gaps exist in English II (differences of -32% in approaches, -23% in meets, and 0% in masters for 2023). The smallest gaps exist in Algebra I (differences of -11% in approaches, -11% in meets, and -15% in masters for 2023). However, most of these gaps saw improvement from 2022 to 2023. There are also gaps between our campus's overall performance on STAAR and that of our EB/EL population with the widest gaps in US History (differences of -4% in approaches, -11% in meets, -13% in masters for 2023) and with virtually no gap in Algebra I (differences of +1% in approaches, -1% in meets, and +1% in masters for 2023). Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in Algebra I (differences of -6% in approaches, -21% in meets, and -17% in masters for 2023), and the smallest gaps existing in English II (differences of -9% in approaches, +4% in meets, and +5% in masters for 2023). It is suggested that some of the co-teaching structures used in algebra be applied in other subjects to help close the gaps for SpEd and EB students.

In 2022, the most recent year for which accountability ratings were reported, Galena Park High School earned distinctions in all areas: English Language Arts/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. This means that GPHS was performing in the top quartile of schools in its comparison group of schools of similar size and demographics. In 2023, the school outperformed the state in the percentage of students scoring approaches and meets in Algebra I; approaches in English I; and approaches in US History. In the area of school progress for annual growth and accelerated learning, our campus is outperforming the state in all subjects measured: English I, English II, and Algebra I.

In 2022, Galena Park High School earned an 80 scaled score for our graduation rate. Our 5-year graduation rate (94.5%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating. For our Class of 2022, the 4-year graduation rate was 0.4% below the state and our dropout rate was 0.9% above the state. Of particular concern are graduation rates for white students (4.7% below the campus overall percentage), Special Education students (6.0% below the campus overall percentage), and EB/EL students (10.7% below the campus overall percentage). Dropout rates for Special Education students were 3.1% above the campus percentage and 8.8% above the campus percentage for EB/EL students. The graduation rate declined significantly from the EB/EL Class of 2021 to the Class of 2022 and the dropout rate increased significantly comparing the same two cohorts.

The percentage of students taking an advanced or dual credit course at Galena Park High School is higher than the state percentage in all subjects except for mathematics, which may be explained by the lack of a pre-AP algebra I course. However, the percentage of students who take AP exams is 4.8% lower than the state percentage in all subjects, as students in AP courses are not required to take the AP exam. The percentage of students who earn credit on AP exams was also 7.6% below the state percentage in 2022 and 5.7% below the state percentage in 2021. The only area that is higher than the state average was science in 2022 (+2% above the state). The percentage of students demonstrating college readiness by earning college credit through dual credit classes matched the state in 2022. The percentage of graduates taking the ACT or SAT was significantly lower than the state participation rate (difference of -28.2%) and the percentage of graduates who scored a college-ready score was also significantly lower than the state percentage (difference of -19.5%).

In 2022, the most recent year for which accountability ratings were reported, Galena Park High School earned a score of 93 in the area of College, Career, and Military Readiness. The results were largely driven by high percentages of students who were reported college-ready after receiving credit for a college-prep course. Additionally, GPHS outperformed the state in graduate scoring college-ready on TSIA (differences of +11.2% in reading, +0.3% in mathematics, and +2.8% in both subjects). GPHS also outperformed the state in the percentage of career-ready graduates (a difference of +12.3%). The difference was driven by the percentage of students earning an approved industry-based certification (difference of +9.2%), level I or level II certificate (difference of +2.1%), and SpEd students graduating with an advanced diploma plan (difference of +2.7%). However, due to a change in the accountability rules and how college-prep courses are counted, the Student Learning Committee projects that there will be a decline in the percentage of students who qualify as CCMR. The committee suggests individual counseling to match students to preparation for college and career goals. For students who plan to pursue a college degree, sharing information and hosting face-to-face tutorials for the TSIA would be recommended. EB/EL-based accommodations could also be requested to assist students taking the ACT. The committee also wanted to explore the option of adding students to possible McMurry University English dual credit courses. For students who want to pursue a technical certificate, ensure that students know how CTE courses work, including an explanation of the certification exams and how the goal of the course is often to become proficient with a particular computer program. Ideally, part of CTE counseling and academic advising should include information about careers and projected salaries. The committee also suggested adding other possible industry-based certifications from the list to our curriculum.

When comparing the 2023 district assessment results to the 2023 STAAR test results, the district assessment results underestimated performance on the 2023 STAAR test for English I masters, English II all levels, Algebra I all levels, Biology masters, and US History all levels percentages. It overestimated performance on English I approaches and meets and Biology approaches and meets percentages.

Student Learning Strengths

From 2018, the year the current accountability system began, to 2022, Galena Park High School has made gradual improvements in Student Achievement (77 to 84), School Progress (77 to 89), and Closing the Gaps (79 to 81). In the same period, except the year of virtual learning in 2021, STAAR scores have shown improvements each year in all subject areas at the approaches, meets, and masters level. English I and II EOC scores were higher in 2023 than they were pre-COVID in 2019.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in special education programs are under performing academically.   **Root Cause:** Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development

Problem Statement 2 (Prioritized): There continues to be a decrease in the number of students considered "career ready"   **Root Cause:** Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.

Problem Statement 3 (Prioritized): The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause:** GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Problem Statement 4 (Prioritized): GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause:** State expectation for ESL and SPED students

Problem Statement 5 (Prioritized): Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels. **Root Cause:** Root Cause: The structure of these exams has changed since 2019 to include rigorous new item types and both teachers and students are going through an adjustment period.

Problem Statement 6 (Prioritized): In the years 2022 and 2023, there were gaps between our campus overall performance on STAAR and that of our Special Education population.   **Root Cause:** Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.

Problem Statement 7 (Prioritized): There are gaps between our campus overall performance on STAAR and that of our EB/EL population with the widest gaps in US History and with virtually no gap in Algebra I.   **Root Cause:** Exams that rely more heavily on text based evidence like English and US history.

Problem Statement 8 (Prioritized): Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in Algebra I (differences of -6% in approaches, -21% in meets, and -17% in masters for 2023), and the smallest gaps existing in English II (differences of -9% in approaches, +4% in meets, and +5% in masters for 2023).   **Root Cause:** Exams that rely more heavily on text-based evidence, like English and US history.

Problem Statement 9 (Prioritized): In 2022, Galena Park High School earned an 80 scaled score for our graduation rate. Our 5-year graduation rate (94.5%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating   **Root Cause:** Graduation Rates

School Processes & Programs

School Processes & Programs Summary

Galena Park High School's staff and administration will ensure that students of all grade levels are taking the appropriate steps to become college-career and military-ready.

The most recent data (2023-2024 school year) showed that GPHS met campus goals. First, the CCMR percentage increased overall. Secondly, the number of students who hold an industry-based certification increased. Lastly, there was an increase in special education students receiving advanced graduation codes.

Additionally, GPHS offers a variety of very diverse programs. These include extracurricular and co-curricular activities for students in the Fine Arts and Athletic areas. Many of these activities are competitive at normal levels.

Additionally, at GPHS, we have processes in place for discipline, but we have seen an increase in specific campus behaviors, including vaping, during the 2023-2024 school year.

School Processes & Programs Strengths

Galena Park High School students have many opportunities to participate in things that interest them outside of their academic studies. The staff at GPHS does an excellent job of allowing students to participate in multiple activities. Staff members give their time to sponsor clubs and organizations to add value to our students' educational experiences. The counseling office has partnered with additional organizations to help our students with mental health issues.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus.   **Root Cause:** Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school

Problem Statement 2 (Prioritized): Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause:** Low teacher incentives and teacher fatigue

Problem Statement 3 (Prioritized): Increase test scores in academic areas of achievement.   **Root Cause:** Increase the number of college-ready students through TSIA and ACT

Problem Statement 4 (Prioritized): Increase CCMR and college readiness in all students.   **Root Cause:** Increase TSIA testing weekly on Fridays

Perceptions

Perceptions Summary

While maintaining focus on the health, wellness, and safety of our school community this year we have gradually transitioned to a normal school culture since COVID and virtual learning. The committee has determined that administrative oversight that strongly encourages its faculty to monitor student attendance and encourages its faculty to make successful contact with the household has been successful this year. The committee is strongly committed to continuing to cultivate previous staff and student activities that cultivated a strong sense of school spirit and involvement.

Declining school attendance and increasing school discipline have been addressed through attendance contracts and making successful contact with parents. School discipline was also addressed through the administrative team announcing daily explicit reminders that fighting would not be tolerated and that any students caught fighting on campus would be given heightened school consequences. The committee has also agreed to continue incentives for students to improve their attendance throughout the year. This year we saw how social incentives were effective with seniors and the goal for the 2023-2024 school year is to implement incentives for all grade levels. Moving forward, there should be a continued effort to keep addressing truancy and vaping on campus. In conclusion, the committee agrees that the 2024-2025 school year should continue to focus on community involvement and encourage community participation at GPHS.

Perceptions Strengths

Strengths at GPHS this school year include:

1. Administrative oversight/communication
2. Focus on the health and well-being of the school community
3. Communication to families about how this school year should work despite its differences
4. Data supports that students feel safe in most environments on campus
5. Students seem to feel motivated and encouraged when interacting with staff on campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance across the campus needs improvement.   **Root Cause:** Student apathy regarding the importance of regular attendance on academic success and receiving course credits

Priority Problem Statements

Problem Statement 1: Students in special education programs are under performing academically.
Root Cause 1: Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Attendance across the campus needs improvement.
Root Cause 2: Student apathy regarding the importance of regular attendance on academic success and receiving course credits
Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: The graduation rate among African-American students was 84.6%
Root Cause 3: Limited population size and failure to adequately track all graduates.
Problem Statement 3 Areas: Demographics - Demographics

Problem Statement 4: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.
Root Cause 4: State expectation for ESL and SPED students
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus.
Root Cause 5: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Increase test scores in academic areas of achievement.
Root Cause 6: Increase the number of college-ready students through TSIA and ACT
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Increase CCMR and college readiness in all students.
Root Cause 7: Increase TSIA testing weekly on Fridays
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: However, our attendance issue is being late to the first period of the day, and many times being counted absent from their 1st or 5th period.

Root Cause 8: Tardiness

Problem Statement 8 Areas: Demographics

Problem Statement 9: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.

Root Cause 9: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 10: Our dropout rate was lower in 2021 (5.3%) compared to 2022 (7.3%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.

Root Cause 10: Graduation Rate

Problem Statement 10 Areas: Demographics

Problem Statement 11: There continues to be a decrease in the number of students considered "career ready"

Root Cause 11: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels.

Root Cause 12: Root Cause: The structure of these exams has changed since 2019 to include rigorous new item types and both teachers and students are going through an adjustment period.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: In the years 2022 and 2023, there were gaps between our campus overall performance on STAAR and that of our Special Education population.

Root Cause 13: Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: There are gaps between our campus overall performance on STAAR and that of our EB/EL population with the widest gaps in US History and with virtually no gap in Algebra I.

Root Cause 14: Exams that rely more heavily on text based evidence like English and US history.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in Algebra I (differences of -6% in approaches, -21% in meets, and -17% in masters for 2023), and the smallest gaps existing in English II (differences of -9% in approaches, +4% in meets, and +5% in masters for 2023).

Root Cause 15: Exams that rely more heavily on text-based evidence, like English and US history.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: In 2022, Galena Park High School earned an 80 scaled score for our graduation rate. Our 5-year graduation rate (94.5%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating

Root Cause 16: Graduation Rates

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Increase school culture to assist in reducing the high turnover rate of teachers.

Root Cause 17: Low teacher incentives and teacher fatigue

Problem Statement 17 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data
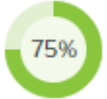
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teacher Orientation will be done during the beginning of the school year. Teachers will be taught all of our standard protocols and responses. The same Standard protocols will be taught to students during beginning of the semester grade level orientations. Then we will conduct all drills during the first ten days of instruction to assure staff and students get to practice.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: All staff and students will be aware of our standard protocols and correct responses. **Staff Responsible for Monitoring:** Associate for Student Services **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Technology will be releasing PD videos for teachers to complete during the first days back to work. They include Safety in the Work Place video that will be completed by all of our staff.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: All faculty and staff will be proficient with safety in the work place. **Staff Responsible for Monitoring:** Associate Principal for Student Services **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1	75%	75%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus. **Root Cause**: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school

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

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

    Evaluation Data Sources: A decrease in student discipline rates.

Strategy 1 Details	Reviews			
Strategy 1: Discipline will again be assigned to grade level AP's. GPHS will continue the use of electronic referrals that will automatically go to the designated grade level AP. The Associate Principal for Operations will continue to be our Campus Behavioral Coordinator and will be monitoring our behavioral management plan including its effectiveness.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**

Strategy's Expected Result/Impact: Effective Student Discipline Management Plan
    Staff Responsible for Monitoring: Associate Principal for Operations
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 5 - School Processes & Programs 1 - Perceptions 1
	30%			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Attendance across the campus needs improvement. **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits
School Processes & Programs
Problem Statement 1: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus. **Root Cause**: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school
Perceptions
Problem Statement 1: Attendance across the campus needs improvement. **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits

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

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

Strategy 1 Details		Reviews			
Strategy 1: School Culture will be a priority next year. The administrative staff will continue to be supportive of all stakeholders. We will celebrate both teacher and student accomplishments related to attendance, performance, and academic growth.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: School Culture will be improved so that staff morale is brought back up. Students will be eager to come to school and not miss out on different planned activities. **Staff Responsible for Monitoring:** Associate Principal for Student Support Services **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 5 - Perceptions 1		15%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Attendance across the campus needs improvement. **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits

Perceptions
Problem Statement 1: Attendance across the campus needs improvement. **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits

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

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

Strategy 1 Details	Reviews			
Strategy 1: Our counseling team will conduct and host various meetings for students to be taught how to develop self-confidence, self care and proper ways to de-stress.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be supported with their social and emotional well being. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 7 - School Processes & Programs 1	15%			

0% No Progress	100% Accomplished	➡️ Continue/Modify ❌ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 7: Our dropout rate was lower in 2021 (5.3%) compared to 2022 (7.3%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.   **Root Cause**: Graduation Rate
School Processes & Programs
Problem Statement 1: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus.   **Root Cause**: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff
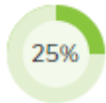
Performance Objective 5: The student support services associate principal will provide multiple opportunities for parent engagement at GPHS through Booster Clubs, PTA meetings, Enrichment events, and class meetings. (Open house, Yellow Jacket Roll Call, Etc.)

HB3 Goal

Evaluation Data Sources: Meeting Agendas & Sign - In Sheets

Strategy 1 Details	Reviews			
Strategy 1: GPHS will host Yellow Jacket Roll Call as a Freshman Orientation in August 2024.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Freshman parents and students will visit GPHS	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal for Student Support Services **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5, 6 - School Processes & Programs 1 - Perceptions 1	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: GPHS will host Open House to allow all parents to visit GPHS and communicate Face to Face with all teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Family Connections	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal of Student Support Services. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5, 6, 7 - Perceptions 1	5%			

Strategy 3 Details	Reviews			
Strategy 3: GPHS will host PTA meetings monthly. The meetings will be held both in the mornings and evenings in order to increase parent participation. (Special events such as Fathers take your children to school day and parent college boot camp will be monthly themes.)	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Improve family connections. **Staff Responsible for Monitoring:** Associate Principal of Student Support Services **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Supplies - 211 - Title I, Part A - $400	10%			

Strategy 4 Details	Reviews			
Strategy 4: Counselors will host a parent night to create mental health kits that can be checked out and used at home.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Decreased anxiety and increased parental ability to work with students who need mental health support. **Staff Responsible for Monitoring:** Counselors **Title I:** 4.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 1, 2 **Funding Sources:** Supplies - 211 - Title I, Part A - $400	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Parents and students will take a college visit field trip together. This trip will be facilitated through the guidance office.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Parent introduction to college **Staff Responsible for Monitoring:** Counselors office **Title I:** 4.1 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Transportation - 211 - Title I, Part A - $600	10%			

Strategy 6 Details	Reviews			
Strategy 6: Create a parent resource center that can be used for events such as FASFA night, transcript review night, ARD meetings etc.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased access to technological devices for parents. **Staff Responsible for Monitoring:** Counselors office **Title I:** 4.1 **Problem Statements:** Demographics 1 - Demographics 1, 7 **Funding Sources:** Ipads, lap tops . . . - 211 - Title I, Part A - $2,150	25%			

Strategy 7 Details	Reviews			
Strategy 7: GPHS will provide opportunities for parental community involvement and business partnership.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal for Student support and Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The graduation rate among African-American students was 84.6%   **Root Cause**: Limited population size and failure to adequately track all graduates.
Problem Statement 5: Attendance across the campus needs improvement.   **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits
Problem Statement 6: However, our attendance issue is being late to the first period of the day, and many times being counted absent from their 1st or 5th period.   **Root Cause**: Tardiness
Problem Statement 7: Our dropout rate was lower in 2021 (5.3%) compared to 2022 (7.3%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.   **Root Cause**: Graduation Rate
School Processes & Programs
Problem Statement 1: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus.   **Root Cause**: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Perceptions
Problem Statement 1: Attendance across the campus needs improvement.   **Root Cause**: Student apathy regarding the importance of regular attendance on academic success and receiving course credits

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			
Strategy 1: All 10-12th-grade students will be provided with opportunities to take and pass the TSIA 2.0 test at least once per semester to prove college readiness skills. The assessment will be given based on when it is written into the curriculum at each grade level to increase mastery. Multiple re-testing opportunities will be provided for students who are close to meeting the standard.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased number of students meeting college readiness standards. **Staff Responsible for Monitoring:** Associate Principal for C&I, counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 2 - School Processes & Programs 3	15%			

Strategy 2 Details	Reviews			
Strategy 2: All 11th grade Math and ELA teachers will host the academic advisor for a classroom visit to ensure students understand the TSIA assessment and how it can positively impact their college plans. The academic advisor will produce a presentation to be shared with parents prior to each testing opportunity.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased number of students meeting college readiness standards. **Staff Responsible for Monitoring:** Academic Advisor, Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3	15%			

Strategy 3 Details	Reviews			
Strategy 3: Increase students who take ACT/SAT in their junior year emphasizing students who took a EOC prior to 9th grade. Focus on ACT/SAT prep in specific courses for the 2023-2024 school year.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in students taking ACT/SAT and obtaining a passing score based upon accelerated testers cut score. **Staff Responsible for Monitoring:** counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 4 - Student Learning 3	20%			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Student Learning
Problem Statement 2: There continues to be a decrease in the number of students considered "career ready"   **Root Cause**: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.
Problem Statement 3: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

School Processes & Programs
Problem Statement 3: Increase test scores in academic areas of achievement.   **Root Cause**: Increase the number of college-ready students through TSIA and ACT

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			

Strategy 1: Continue to increase enrollment in dual credit courses for early exposure to college curriculum for GPHS students.
 	
     Strategy's Expected Result/Impact: Increase numbers of successful students in Dual Credit.
     Staff Responsible for Monitoring: Associate Principal for C&I
 	
     TEA Priorities:
 Connect high school to career and college
     Problem Statements: Student Learning 2 - School Processes & Programs 4
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	10%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There continues to be a decrease in the number of students considered "career ready" **Root Cause**: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.
School Processes & Programs
Problem Statement 4: Increase CCMR and college readiness in all students. **Root Cause**: Increase TSIA testing weekly on Fridays

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details				Reviews			
Strategy 1: All students will continue Curriculum Based Assessments and District Assessments to monitor progress, drive instruction and implement interventions. All assessments will be tracked in Eduphoria for data analysis by teachers, specialists, and administrators.				**Formative**			**Summative**
				Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Student Growth and Success **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Learning 1, 4, 8				15%			
Strategy 2 Details				Reviews			
Strategy 2: Identify and provide support/targeted tutorials for bubble students within approaches, meets and masters based upon analysis of assessment data using quintile reports. Specifically focusing on English 2 scores and raising scores for all bubble students.				**Formative**			**Summative**
				Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student performance on EOC exams **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 4, 5, 7				10%			

Strategy 3 Details	**Reviews**			

Strategy 3: Teachers will be provided with content specific staff development regarding curriculum changes/revisions to meet the end of the year course criteria.	**Formative**			**Summative**

Strategy 3: Teachers will be provided with content specific staff development regarding curriculum changes/revisions to meet the end of the year course criteria.
All assessments are being checked for alignment to the current curriculum and to EOC. TIL training is occurring with EOC teachers 1x month.

	Formative			**Summative**
	Sept	**Dec**	**Feb**	**May**
	15%			

    Strategy's Expected Result/Impact: Increased student success

    Staff Responsible for Monitoring: Associate Principal for C&I

    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Demographics 2 - Student Learning 4, 5, 6

Strategy 4 Details	**Reviews**			

Strategy 4: GPHS will engage in TIL processes and provide 1 spring planning day for all Core Subject areas. TIL planning is scheduled weekly and half day planning sessions will occur once a month. We will incorporate re-tester classes in the TIL process for the 2024-2025.

	Formative			**Summative**
	Sept	**Dec**	**Feb**	**May**
	15%			

    Strategy's Expected Result/Impact: Increased student success on EOCS

    Staff Responsible for Monitoring: Department chairs and Associate Principal for C&I

    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

    Problem Statements: Demographics 2 - Student Learning 4, 5, 6

Strategy 5 Details	Reviews			
Strategy 5: GPHS will track all student achievement and set individual student /teacher goals to increase meets/masters level performance. A common student/teacher goal setting form and conference will be completed by teachers and students. The student form focuses on students - o Identifying concepts students need for review. o Identifying concepts and not TEKS so students have a specific area to focus on for targeted tutorials. o Tracking their previous STAAR / Unit 1 assessment score and setting goals for each assessment. o Provide teachers with a template to help track student growth using quintile report in Eduphoria to compare student assessments from 8th grade reading to Eng. I or Eng. I to Eng. II Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from 8th grade math to algebra. Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from pre-assessment to US History. Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from Pre-assessment to biology. **Strategy's Expected Result/Impact:** Individual student growth goals will be obtained **Staff Responsible for Monitoring:** Teachers, Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 7, 8	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
	10%			

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students passing and taking AP Courses by increasing teacher training and resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students passing AP Courses. **Staff Responsible for Monitoring:** Associate Principal and Counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2, 4 - Student Learning 2, 3, 4	**Sept**	**Dec**	**Feb**	**May**
	10%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
Problem Statement 3: Students in special education programs are under performing academically.   **Root Cause**: Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development
Problem Statement 4: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Student Learning
Problem Statement 1: Students in special education programs are under performing academically.   **Root Cause**: Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development
Problem Statement 2: There continues to be a decrease in the number of students considered "career ready"   **Root Cause**: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.
Problem Statement 3: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.
Problem Statement 4: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
Problem Statement 5: Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels.   **Root Cause**: Root Cause: The structure of these exams has changed since 2019 to include rigorous new item types and both teachers and students are going through an adjustment period.
Problem Statement 6: In the years 2022 and 2023, there were gaps between our campus overall performance on STAAR and that of our Special Education population.   **Root Cause**: Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.
Problem Statement 7: There are gaps between our campus overall performance on STAAR and that of our EB/EL population with the widest gaps in US History and with virtually no gap in Algebra I.   **Root Cause**: Exams that rely more heavily on text based evidence like English and US history.
Problem Statement 8: Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in Algebra I (differences of -6% in approaches, -21% in meets, and -17% in masters for 2023), and the smallest gaps existing in English II (differences of -9% in approaches, +4% in meets, and +5% in masters for 2023).   **Root Cause**: Exams that rely more heavily on text-based evidence, like English and US history.

Goal 2: Student Achievement and Post-Secondary Readiness

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

    Evaluation Data Sources: Individual goals have been set with CTE teachers.

Strategy 1 Details		Reviews			
Strategy 1: GPHS will host a CTE informational meeting to expose students and parents to course offerings in CTE.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase CTE enrollment		**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: CTE counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2		10%			

Strategy 2 Details		Reviews			
Strategy 2: All 9th graders will meet with CTE counselor and their grade level counselor to develop a personal high school endorsement plan.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase number of students successfully choosing a pathway. **Staff Responsible for Monitoring:** CTE Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **Problem Statements:** Student Learning 2		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: There continues to be a decrease in the number of students considered "career ready"   **Root Cause**: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: GPHS will host FASFA/TASFA night for parents and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students filling out the financial aid application. Seniors meeting the graduation requirement in the fall. **Staff Responsible for Monitoring:** Counselors & Associate Principals **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Demographics 1, 7	**Sept**	**Dec**	**Feb**	**May**
	10%			

Strategy 2 Details	Reviews			
Strategy 2: Meet with all seniors in danger of not graduating and come up with a individual plan for each senior after a senior audit in fall and spring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student awareness on graduation requirements **Staff Responsible for Monitoring:** Counselors, Registrar and Associate Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Demographics 1, 7	**Sept**	**Dec**	**Feb**	**May**
	10%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The graduation rate among African-American students was 84.6%   **Root Cause**: Limited population size and failure to adequately track all graduates.
Problem Statement 7: Our dropout rate was lower in 2021 (5.3%) compared to 2022 (7.3%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.   **Root Cause**: Graduation Rate

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 6: Staff will practice listening and speaking strategies with all students to ensure fluency in English and to prepare EB students to be successful on TELPAS.

Strategy 1 Details			Reviews		
Strategy 1: Listening and speaking practice will all EB students in the months of September - December.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students skills in speaking and writing will increase		**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: All staff. **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 4		15%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
Student Learning
Problem Statement 4: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
School Processes & Programs
Problem Statement 4: Increase CCMR and college readiness in all students.   **Root Cause**: Increase TSIA testing weekly on Fridays

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details		Reviews			
Strategy 1: We will advertise our student clubs and organizations via our GPHS Website, Yellow Jacket Roll Call, and 9th/10th Grade Orientation. All clubs are invited to have a table at the Yellow Jacket Roll Call to create interest and recruit new members.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Student's will be shown a variety of clubs that will appeal to their likes and interests. **Staff Responsible for Monitoring:** Associate Principal for Student Support Services **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2		100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
Strategy 1: GPHS will continue to add courses and programs as approved by our Central Office Administrators. New courses that are approved at the district level with then be added to our Master Schedule.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will enjoy the array of courses offered and will be interested in taking this new and challenging courses. **Staff Responsible for Monitoring:** Associate Principal for Curriculum and Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	45%			

Strategy 2 Details	Reviews			
Strategy 2: GPHS fine arts staff will continue to recruit at our feeder schools to increase participation.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will view the different fine arts programs at GPHS. **Staff Responsible for Monitoring:** Associate Principal for Student Support **Problem Statements:** School Processes & Programs 2	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The 2023-2024 school year has increased student disciplinary behaviors, including tardies, skipping, and vaping on campus. **Root Cause**: Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers. **Root Cause**: Low teacher incentives and teacher fatigue

Goal 3: Wide Range of Student Opportunities

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

HB3 Goal

Evaluation Data Sources: Our district's CTE Director and his staff will continue to partner up with local business and companies to create opportunities for our students to learn, grow and eventually be employed by this corporations. This allows the district to not only get a real sense of what jobs are currently in demand in our immediate area but what kind of skills those employers are looking for in our graduates. The district will continue to offer courses that develop those skills and can make our students employable immediately after graduating.

Strategy 1 Details	Reviews			
Strategy 1: A fostered relationship with both industry and business in our area will continue to allow for our students to learn the job skills they will need post their secondary education.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principals for Curriculum and Instruction and Associate Principal for Student Support Services **TEA Priorities:** Connect high school to career and college - **Problem Statements:** Student Learning 2 - School Processes & Programs 3	20%			

Strategy 2 Details	Reviews			
Strategy 2: CTE will continue to offer industry-based field trips to expose students to opportunities and jobs in the area.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are able to find a job or continue to post-secondary education.	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal for Curriculum and Instruction Associate Principal for Student Services **Problem Statements:** Student Learning 2	20%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There continues to be a decrease in the number of students considered "career ready"   **Root Cause**: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.

School Processes & Programs
Problem Statement 3: Increase test scores in academic areas of achievement. **Root Cause**: Increase the number of college-ready students through TSIA and ACT

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Create individual professional development plans based on T-Tess goals for all staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support to current staff	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate principal for C&I **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 2	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Planning time - Common planning time will be provided in the 5 EOC areas. All EOC teachers will have a planning period each day. Additionally, teachers will use Wednesdays after school for lesson planning time. There will be at least 2 Wednesdays after school each month considered "sacred" so that no other meetings or events are scheduled.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased planning time for staff. **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Demographics 2 - Student Learning 4, 5, 6, 7, 8	30%			

Strategy 3 Details	Reviews			
Strategy 3: Teacher Appreciation Events throughout the school year. One event will be planned every six weeks depending on staff needs.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Supported staff members **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Learning 5, 6, 7, 8	20%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students

Student Learning
Problem Statement 4: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
Problem Statement 5: Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels.   **Root Cause**: Root Cause: The structure of these exams has changed since 2019 to include rigorous new item types and both teachers and students are going through an adjustment period.
Problem Statement 6: In the years 2022 and 2023, there were gaps between our campus overall performance on STAAR and that of our Special Education population.   **Root Cause**: Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.
Problem Statement 7: There are gaps between our campus overall performance on STAAR and that of our EB/EL population with the widest gaps in US History and with virtually no gap in Algebra I.   **Root Cause**: Exams that rely more heavily on text based evidence like English and US history.
Problem Statement 8: Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in Algebra I (differences of -6% in approaches, -21% in meets, and -17% in masters for 2023), and the smallest gaps existing in English II (differences of -9% in approaches, +4% in meets, and +5% in masters for 2023).   **Root Cause**: Exams that rely more heavily on text-based evidence, like English and US history.

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Share all employee relations services developed by central office staff with GPHS employees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High satisfaction rating.	**Sept**	**Dec**	**Feb**	**May**
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	10%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Have a campus leadership team consisting of aspiring counselors, administrators, and teacher leaders. Each member will create personalized development goals that the campus leaders will facilitate. **Strategy's Expected Result/Impact:** Training for career advancement. **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 2	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Use the GPISD developed professional needs survey to identify training areas for staff at GPHS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More personalized professional development opportunities for staff members. **Staff Responsible for Monitoring:** Associate Principals **Problem Statements:** Demographics 2, 4 - Student Learning 3, 4	**Sept**	**Dec**	**Feb**	**May**
	15%			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students
Problem Statement 4: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.
Student Learning
Problem Statement 3: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.   **Root Cause**: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.
Problem Statement 4: GPHS scores below the state average in the English 2 and STAAR exams. English 2 EOC scores need to increase in Meets.   **Root Cause**: State expectation for ESL and SPED students

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will submit school dude request to make sure that all facilities, resources and property are well maintained.	**Formative**			**Summative**
Staff Responsible for Monitoring: Associate of Operations, Head Custodian	**Sept**	**Dec**	**Feb**	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 2	20%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers. **Root Cause**: Low teacher incentives and teacher fatigue

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			
Strategy 1: The principal will maintain a budget plan to meet the yearly needs of the campus.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Financial Clerks	**Sept**	**Dec**	**Feb**	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 2	10%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers.   **Root Cause**: Low teacher incentives and teacher fatigue

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details		Reviews			
Strategy 1: The principal will make sure the campus maintains a capital outlay plan to meet the long-term needs of the campus. **Staff Responsible for Monitoring:** Principal and Associate Principal of Operations **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 2		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
		20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Increase school culture to assist in reducing the high turnover rate of teachers. **Root Cause**: Low teacher incentives and teacher fatigue

State Compensatory

Budget for Galena Park High School

Total SCE Funds: $27,216.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

GPHS uses State Comp Ed Funds to help fund credit recovery as well as extended day opportunities for all students.

Title I

1.1: Comprehensive Needs Assessment

Galena Park High School completed a campus needs assessment by surveying all necessary stakeholders including parents, students, and faculty members. The campus looked at all relevant assessment data including SAT, ACT, and TAPR reports. Discipline and attendance data were utilized. Staff met to complete the CNA process on April 25th, 2024 and the needs assessment was accepted at the faculty meeting. The top 3 focus areas will be:

1. Attendance

2. Discipline

3. STAAR Testing

8 individual committees were set up this year to support the 4 areas of the Campus Needs Assessment. The link below shows all staff who are part of the 8 individual committees on campus.

https://docs.google.com/spreadsheets/d/1IRaBe0_VcYEEEMnpmy5TylDLvXbuARVK-4zsxrRFa9g/edit?usp=sharing

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with staff members based on staff and parent surveys.

Name	CPAC Comittee	Role
Aguilar,Guadalupe	CNA Planning - Demographics	
Ali,Shameel	Campus Needs Assessment - Process and Programs	
Alvarez,Alex	CNA Planning - Student Learning	
Alvarez,Ana	Campus Needs Assessment - Perceptions	
Alvarez,Patricia	Prom Planning	
Amarantos,Spiro	CNA Planning - Demographics	

Name	CPAC Comittee	Role
Anderson,Marissa	Life Skills	
Arvizu,Elizabeth	Prom Planning	
Baggett,Lydia	CNA Planning - Student Learning	
Barraza,Maria	Campus Needs Assessment - Process and Programs	
Barrera,Cindy	Campus Needs Assessment - Process and Programs	
Barrientos,Yvonne	Campus Needs Assessment - Process and Programs	
Beeston,Portia	Campus Needs Assessment - Perceptions	
Berry,Desmond	CNA Planning - Student Learning	
Bordelon,Tyler	Off Campus Planning	
Botello,Steven	CNA Planning - Demographics	
Bouillion,Magailie	Campus Needs Assessment - Perceptions	
Boyce,Vanessa	Campus Needs Assessment - Process and Programs	
Calix,Araceli	CNA Planning - Demographics	
Calvillo,Diana	Campus Needs Assessment - Perceptions	
Castillo,Chris	Leading - CNA Process and Programs	
Castillo,Sarah	Leading - CNA Perceptions	
Cazares,Olga	CNA Planning - Student Learning	
Charles,Lester	CNA Planning - Demographics / Clean Room	
Chavez, Lisbeth	CNA Planning - Student Learning	
Christensen,KC	Off Campus Planning	
Christman,Staci	Campus Needs Assessment - Process and Programs	
Clarkson,Lindsey	Campus Needs Assessment - Perceptions	
Coats,John	CNA Planning - Student Learning	
Coleman,Janine	CNA Planning - Demographics	
Conner,Beverly	CNA Planning - Process and Programs	
Contreras,Sunshine	CNA Planning - Student Learning	

Name	CPAC Comittee	Role
Costley,Stacy	Committee Meetings & Prom Prep	
Creed,Mike	Campus Needs Assessment - Process and Programs	
Crew,Angie	Campus Needs Assessment - Process and Programs	
Cruz,Alejandra	CNA Planning - Demographics	
Cuevas,Daniela	CNA Planning - Student Learning	
Davis,D'Vonte	Campus Needs Assessment - Perceptions	
Dawkins,Dominic	Off Campus Planning	
Defiore,Mary	Campus Needs Assessment - Perceptions	
Deleon,Raquel	Campus Needs Assessment - Process and Programs	
Derr,Robert	Campus Needs Assessment - Process and Programs	
DeSantiago,Alexandra	CNA Planning - Demographics	
Diaz,Ana	Campus Needs Assessment - Perceptions	
Diaz,Prisca	Life Skills	
Eaton,Deborah	Campus Needs Assessment - Process and Programs	
Escalante,Tania	CNA Planning - Demographics / Clean Room	
Escamilla,Jason	Campus Needs Assessment - Student Learning/ Clean Room	
Fish,Brady	Campus Needs Assessment - Perceptions	
Flores,Angeles	Curriculum revisions	
Flores,Coré	CNA Planning - Demographics	
Forbis,Jean	Campus Needs Assessment - Perceptions	
Fountain,Casey	Campus Needs Assessment - Perceptions	
Fress,Anastasia	Campus Needs Assessment - Process and Programs	
Frey,Wesley	Campus Needs Assessment - Perceptions	
Fuentes,Deyanira	CNA Planning - Demographics	

Name	CPAC Comittee	Role
Fuentes,Ismerai	CNA Planning - Student Learning	
Galvan,Danela	Committee Meetings & Prom Prep	
Garcia,Henry	AP Tutorials	
Garcia,Landis	Campus Needs Assessment - Process and Programs	
Garcia,Robert	Campus Needs Assessment - Perceptions	
Garcia,Rocio	CNA Planning - Demographics	
Garza,Diana	CNA Planning - Student Learning	
Gonzalez,Dalia	CNA Planning - Demographics	
Gonzalez,Erika K.	Prom Planning	
Gonzalez,Irma	Campus Needs Assessment - Perceptions	
Gonzalez,Patricia	CNA Planning - Student Learning	
Gonzalez,San Juanita	CNA Planning - Demographics	
Gonzalez,Stephanie	Prom planning	
Guereque, Carmen	CNA Planning - Process and Programs	
Harris,Amy	Campus Needs Assessment - Process and Programs	
Hendrix,Greg	Campus Needs Assessment - Demographics / Clean Room	
Hernandez,Rocio	CNA Planning - Student Learning	
Hoggan, Brittany	Campus Needs Assessment - Process and Programs	
Holden,Chandra	Off Campus Planning	
Houston,Sam	Campus Needs Assessment - Process and Programs	
Hurtado,Antonio	CNA Planning - Demographics	
James,Jonathan	CNA Planning - Student Learning	
Johnson,Paul	CNA Planning - Demographics / Clean Room	
Jones,Chad	Committee Meetings & Prom Prep	
Jones,La'Quinta	CNA Planning - Student Learning	
Jones,Ronnie	Campus Needs Assessment - Perceptions	

Name	CPAC Comittee	Role
Kern,Coy	Campus Needs Assessment - Demographics / Clean Room	
Kingrey,Derrick	Campus Needs Assessment - Perceptions	
Klak,David	Campus Needs Assessment - Perceptions	
Koether,Karl	Campus Needs Assessment - Perceptions	
Lee,Aisha	Life Skills	
Lerner,Tamara	Campus Needs Assessment - Process and Programs	
Licon,Josephine	Committee Meetings & Prom Prep	
Lombera,Guadalupe	Campus Needs Assessment - Perceptions	
Ludwig,Rachel	Campus Needs Assessment - Process and Programs	
Lyons,Kelton	Campus Needs Assessment - Perceptions	
Mahoney,Ted	CNA Planning - Demographics	
Martin,Kimberly	Committee Meetings & Prom Prep	
Martinez-Villarreal,Marie	CNA Planning - Student Learning	
Martinez,Lucia	CNA Planning - Student Learning	Parent
McCracken,John	Campus Needs Assessment - Process and Programs	
Medina-Cuellar,Diana	Campus Needs Assessment - Perceptions	
Melo,Nelson	Campus Needs Assessment - Process and Programs	
Menacho-Slaid,Karen	CNA Planning - Student Learning	
Mendoza,Markos	Campus Needs Assessment - Perceptions	
Merino,Vanessa	Campus Needs Assessment - Process and Programs	
Mokhtari,Abdulkader	Campus Needs Assessment - Process and Programs	
Molinas,Pedro	Campus Needs Assessment - Process and Programs	
Montemayor,Yareli	CNA Planning - Demographics	

Name	CPAC Comittee	Role
Moore,Kristen	CNA Planning - Student Learning	
Morales,Chris	Campus Needs Assessment - Perceptions	
Morgan,Holly	Committee Meetings & Prom Prep	
Nickerson,Demina	CNA Planning - Demographics / Clean Room	
Ousley,Ambreya	CNA Planning - Student Learning	
Palacios ,Romelia	CNA Planning - Demographics	
Paquette-Gomez,Shelley	Leading - CNA Process and Programs	
Pascual, Gerome	Campus Needs Assessment - Process and Programs	
Perales,Mauricio	CNA Planning - Student Learning	
Perez,Anthony	Off Campus Planning	
Perez,Martha	Campus Needs Assessment - Process and Programs	
Pfannstiel,Jessica	CNA Planning - Student Learning	
Phillips,Jennifer	Curriculum revisions	
Ponce,Daniel	Off Campus Planning	
Ramirez,Miguel	Campus Needs Assessment - Perceptions	
Recio,Flavio	Campus Needs Assessment - Perceptions	
Resendez,Diana	CNA Planning - Demographics / Clean Room	
Reyes,Astrid	CNA Planning - Student Learning	
Reyes,Nathali	CNA Planning - Demographics	
Richard,Daniel	Campus Needs Assessment - Process and Programs	
Richey,Elissa	Campus Needs Assessment - Perceptions	
Richmond,Ron	Curriculum revisions	
Ricks, Joshua	Off Campus Planning	
Rivera,Lesly	CNA Planning - Student Learning	
Robinette,Lisa	Campus Needs Assessment - Process and Programs	
Rodriguez,Marcos	Campus Needs Assessment - Perceptions	

Name	CPAC Comittee	Role
Schoolfied	CNA Planning - Demographics	
Serrano,Luis	Curriculum revisions	
Small,Chad	CNA Planning - Student Learning	
Sosa,Carlos	Campus Needs Assessment - Student Learning/ Clean Room	
Spikes,Taylor	Committee Meetings & Prom Prep	
Stephens,Dorothy	Campus Needs Assessment - Process and Programs	
Stephens,Melanie	Campus Needs Assessment - Perceptions	
Summers,Shannon	CNA Planning - Demographics	
Swanson,Catherine	Campus Needs Assessment - Process and Programs	
Tenaglio,Cynthia	Committee Meetings & Prom Prep	
Thompson,Deneitha	Campus Needs Assessment - Process and Programs	
Toran,Najee	Campus Needs Assessment - Perceptions	
Torres,Gerardo	Off Campus Planning	
Torres,Olga	CNA Planning - Demographics	
Torres,Roberto	Off Campus Planning	
Trujillo,Yazmin	Campus Needs Assessment - Perceptions	
Turrubiartes,Erick	Campus Needs Assessment - Process and Programs	
Turrubiartes,James	Campus Needs Assessment - Perceptions	
Tyler,Abby	CNA Planning - Student Learning	
Urbano,Richard	Campus Needs Assessment - Process and Programs	
Valdez,Josue	Prom Planning	
Valdez,Marisela	CNA Planning - Student Learning	
Vaquera,Matthew	Campus Needs Assessment - Process and Programs	
Vargas,Kassandra	Campus Needs Assessment - Perceptions	

Name	CPAC Comittee	Role
Vasquez,Alyza	Off Campus Planning	
Vasquez,Daniel	Campus Needs Assessment - Student Learning/ Clean Room	
Vasquez,Juliesa	CNA Planning - Demographics	
Vela,Noe	Campus Needs Assessment - Perceptions	
Villalobos,Yeri	Leading - CNA Perceptions	
Villarreal,Robert	CNA Planning - Perceptions	
Walker,Kendra	Campus Needs Assessment - Process and Programs	
Wheat,Linda	CNA Planning - Student Learning	
Whigham,Ronnie	CNA Planning - Demographics	
White,Precious	Campus Needs Assessment - Student Learning/ Clean Room	
Williams,Renae	CNA Planning - Demographics	
Woodall,Jason	CNA Planning - Student Learning	
Yenga,Youri	CNA Planning - Demographics	

2.2: Regular monitoring and revision

The CIP committee meets 4 times a year during the first Thursday of the month:

September 5th, 2024

December 5th, 2024

February 13th, 2025

May 1st, 2025

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

The Campus Improvement Plan is posted on the GPHS website, located in our front office as well as at the Central Office. Additionally, the plan is located at the Galena Park Community center office. The goals of the CIP are available in English and Spanish. Other languages are available upon request. Parents were sent a mass communication via text and email explaining how to access the document. Parents also receive this information in a monthly Smore.

2.4: Opportunities for all children to meet State standards

All students will benefit from multiple strategies that have been developed in all content areas and CTE certification areas to ensure that all students can meet rigorous state standards. All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused on high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on technology integration, small group instruction, and data-driven instruction. We also provide student tutorials for those identified at -risk; our campus instructional specialists provide pull-out and push-in instruction for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed. We have plans to increase our parent participation with social and academic sessions. We offer many school-wide clubs that offer great social and academic support to our students that participate in it.

2.5: Increased learning time and well-rounded education

Goals to improve career and tech education, fine arts education, and extra-curricular participation have been included in the Campus Improvement Plan. We utilize our campus schedule with academics and extra-curricular opportunities. We incorporate an uninterrupted 90-minute block for all students in each of the 4 core subjects as well as fine arts and career courses.

Learning time is respected at Galena Park High School, as we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also we work on keeping kids emotional, physically, and socially sound. The campus master schedule will be created to ensure that students have opportunities to fulfill advanced courses while continuing to develop in athletics, career and technology, and fine arts.

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 fine arts, CTE, and PE classes 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: Student council, honor society, robotics, and UIL Academics.

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

All students including those At -risk, SPED, LEP, and 504 have strategies designated to specifically meet their needs. Many of our students are of low socioeconomic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single-parent families, and a student mobility rate of 19.3%.

Our school counselors do a wonderful job of reaching out to parents whose children are experiencing difficulties. English Language Arts are a focus for our At-risk, SPED, and ELL populations. We recognize that some students will struggle in their academics, so we provide in-class interventions as well as pull out and push in structures of support. We also provide after school tutorials and Saturday school. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music, and sports to capture our students. We provide these extra-curricular activities as they help build students' confidence. We try to empower and validate all students but especially those that struggle with learning. Attendance and mobility are also a concern as it creates instructional gaps. Our homeless numbers have increased and are above the state average in Galena Park ISD. It is our goal to minimize the effects of this through the above-mentioned supports.

3.1: Annually evaluate the schoolwide plan

The CIP committee meets 4 times a year during the first Thursday of the month:

The school wide plan is also evaluated monthly during campus data meetings, faculty meetings and administrator meetings.

4.1: Develop and distribute Parent and Family Engagement Policy

The counseling department in conjunction with the Parent Engagement Committee has designed multiple opportunities to increase parent engagement at GPHS. Many of these activities are centered around college and career planning. Danela Galvan is the counselor who works with Family and Community Involvement Ms. Martinez works as the PTA president to facilitate the parent committee. The policy will be distributed at Open house on September for the 2024-2025 school year on both the campus and the district website. The Parent Engagement Policy is distributed electronically via email as well as a printed copy being distributed during parent conferences and at parent meetings. The policy can also be found in the front office and on the campus website in both English and Spanish. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

Parent meetings will be offered in the evening, on Saturdays and during the instructional day to ensure that all families can attend.

These meetings include: PTA meeting Date PTA Meeting and Coffee with the counselor 1st Wednesday's of each month- 9 am Booster Club Meeting 1st Tuesday of each month at 6pm. Father's take your Child to School for the 2023-2024 school year will take place on September _____. PTA meetings are held on the first Tuesday of each month. PTA meetings are held at 9 am and 6pm. Virtual meeting options are included at both time slots

Campus Funding Summary

199-23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,455.00
				+/- Difference	$10,455.00
199-30 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$25,080.00
				+/- Difference	$25,080.00
199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$296,645.00
				+/- Difference	$296,645.00
211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3	Supplies		$400.00
1	5	4	Supplies		$400.00
1	5	5	Transportation		$600.00
1	5	6	Ipads, lap tops . . .		$2,150.00
				Sub-Total	$3,550.00
				Budgeted Fund Source Amount	$54,048.00
				+/- Difference	$50,498.00
				Grand Total Budgeted	$386,228.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	$3,550.00
				+/- Difference	$382,678.00