

# Galena Park Independent School District

## Galena Park High School

### 2020-2021 Campus Improvement Plan



**Board Approval Date:** August 10, 2020

# 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 12<sup>th</sup> 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.

Galena Park High School is one of 3 high school campuses in the Galena Park Independent School District and predominantly serves low socioeconomic, urban families. During the 2018-2019 school year, Galena Park High School served 1800 students in grades 9th to 12th. Galena Park High's campus organization is designed to facilitate 9<sup>th</sup> -12<sup>th</sup> grades. Academic courses are geared towards preparing all students toward 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 students' needs.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Galena Park High School is a Title I campus. The majority of our students are at-risk and economically disadvantaged. In spite of this, our staff and students are striving to achieve academic success. We possess a diverse staff of teachers who work diligently to get the best from each of our students. GPHS is committed to academics and it shows in our discipline and improving attendance rates. We have a strong Career and Technology Education program that serves a large population of our students. These programs provide training, job skills, and Galena Park High School is a Title I campus, composed primarily of a Hispanic student population. The majority of our students are at -risk and economically disadvantaged. In spite of these challenges, our staff and students are striving to achieve academic success. We possess a diverse staff of teachers who work diligently to get the best from each of our students. GPHS is committed to academics and it shows in our discipline and improving attendance numbers. We have an amazing Career and Technology Education program that is utilized by a large majority of our students. These programs provide training, job skills and real world experience, which helps to prepare them for life after high school. However, GPHS performs below state averages in college readiness and ACT/SAT scores. We are also below state averages in our English I and II STAAR scores. In other areas such as Math, Science, and Social Studies, we have performed well, but also struggled to achieve advanced performance in these areas. Our staff and students are doing a great job at simply being average. In order to take the next step as a campus we need to look beyond average and strive for excellence in all we do.

During the 2019-2020 school year, our student population (approximately 1813 students) consisted of the following: 92.9% Hispanic, 4% African American, 2.4% White, 0.4% American Indian, and 0.1% Two or More Races. Of our 1813 students, 86.6% were classified as Economically Disadvantaged and 68.7% as At-Risk. During this school year, 20.1% of the students participated in our English Language Learners program, 9.6% were part of our Special Education program, 6.3% were classified as Gifted and Talented, and 87.3% of students participated in our Career and Technical Education program.

The Texas Academic Performance Report for GPHS indicates that in 2018-2019 the annual drop rate was 1.5%, which was a slight decrease from the year before (1.7%). The 4-year longitudinal rate shows that the graduation rate for the class of 2018 was 93.5%. The campus consisted of a staff population of 149 individuals during the 2018-2019 school year. The following represents the demographic information concerning the teacher population: 42.7% White, 30.3% Hispanic, 19.9% African-American, 6.3% Asian, 52.3% males, and 47.7% females. 100% of the faculty was deemed as Highly Qualified and 100% of paraprofessional staff were also deemed Highly Qualified.

-world experience, which helps to prepare students for life after high school.

However, GPHS performs below state averages in college readiness measures such as ACT/SAT scores. We are also below state averages in our English I and II STAAR scores. In other areas such as math, science, and social studies, we have performed well, but have struggled to achieve advanced performance in these areas.

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## **Demographics Strengths**

Our campus demographic strengths include:

1. Above state average US History STAAR scores
2. A high percentage of students enrolled in CATE programs
3. Diverse staff, who are dedicated to providing quality education to all students
4. Decreasing discipline incidents
5. Increasing staff and student attendance

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** GPHS scores below state average in college readiness and standardized testing such as ACT/SAT **Root Cause:** Lack of focused preparation in ELA and math curriculums

**Problem Statement 2 (Prioritized):** GPHS scores below state average on state standardized testing in advanced performance categories **Root Cause:** Emphasis on differentiation strategies

**Problem Statement 3 (Prioritized):** GPHS scores below state average in English I and II STAAR exams **Root Cause:** Achievement gaps with ESL and SPED learners

# Student Learning

## Student Learning Summary

Between the 2017-2018 and 2018-2019 school year, Galena Park High School saw increases in all three accountability domains. The percentage of students at approaches grade level or above is lowest for ELAR, but this area showed small increases from the year before. There was also an increase in the percentage of students that met or exceeded the approaches grade-level standard for Algebra I and US History while the percentage at approaches or above was maintained for Biology.

However, in that same time period, Special Education students showed regression across all subjects (-7%), and ELA (-4%), math (-7%), and science (-5%) in particular. GPHS also failed to meet the 90% target graduation rate for Special Ed students in the 2018-19 school year with the actual graduate rate being 75.7%.

The achievement gap for EL students has been eliminated for Algebra I but continues to exist across all other subjects. The gap is narrowest for Biology (5% difference) and US History (6% difference) and widest for English I (8%) and English II (14%).

Due to COVID 19, there is limited data available for the 2019-2020 school year.

## Student Learning Strengths

1. Our Algebra I STAAR exam scores showed 89% of testers achieved approaches grade level standard or above. The percentage of testers at the masters level was also in Quartile 1.
2. Our campus received 4 out of 7 possible distinctions in the areas of ELAR, Social Studies, Comparative Academic Growth, and Comparative Closing the Gaps.
3. Our US History STAAR scores showed 96% of testers achieved approaches grade level standard or above. This was an improvement of 2% from the year before. The percentage of testers at masters level was also in Q1, helping earn the campus a distinction.
4. Our Biology STAAR exam scores showed 87% of testers achieved approaches grade level standard or above.
5. Our campus increased in the percentage of CCMR graduates from 44.3% in the 2016-2017 school to 60.5% in the 2017-2018 school year. We received a rating of A for this part of Domain 1.

Due to COVID 19, there is limited data available for the 2019-2020 school year.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The achievement gap for Special Education students is widening for most subjects. **Root Cause:** Absence of common planning time between core and SPED teachers.

**Problem Statement 2 (Prioritized):** GPHS lacks a campus-wide strategy for improving English literacy. **Root Cause:** There are a variety of approaches across multiple content areas with no agreed upon approach.



# School Processes & Programs

## School Processes & Programs Summary

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

For the 2019-2020 school year, GPHS met the campus goals. First, the CCMR percentage increased overall; second, the number of students who hold an industry-based certificate increased, and lastly, there was an increase in special education students receiving advanced degrees.

The majority of the Processes and Procedures Committee believes underclassmen should start taking the SAT/ACT earlier in their high school career. This will not only increase the number of participants each year, but students will also have the opportunity to increase their score from year to year.

## School Processes & Programs Strengths

At the February Processes and Procedures Committee meeting, the Committee determined to focus on college, career and military ready (CCMR) processes & programs. The following strengths were identified:

- 1 GPHS has a multitude of resources to help students prepare for being CCMR.
2. Students at GPHS have increased in CCMR.
3. There is an increase in the number of students participating in Dual Credit courses.
4. There is an increase in the number of industry-based certifications earned by students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** More students need to take the SAT/ACT tests for the first time before junior year. **Root Cause:** Freshmen and Sophomores do not receive a waiver for the SAT/ACT tests.

**Problem Statement 2 (Prioritized):** Students need to be made aware of and use the CCMR resources the school offers. **Root Cause:** Lack of information distribution to help students prepare for college, a career, or the military.

# Perceptions

## Perceptions Summary

According to the Perceptions Committee for the 2019-2020 school year, at Galena Park High School Student Attendance and Student Discipline were the top 2 issues we addressed. Student Attendance improved as the school year progressed. Student attendance incentives were successful and should continue for next year. Overall discipline offenses seemed to become moderate as the school year progressed, but lower than the beginning of the year. Truancies and tardies occurred most during the lunch periods, especially around the 12:00 hour. Consistent discipline consequences should be followed year-round. Staff liked the flipped classrooms for faculty training. Examples: Online and the Lunch and Go Trainings. The announcements were handled well occurring at the end of the day.

## Perceptions Strengths

The Perceptions Committee identified the following strengths:

1. Student Attendance improved as the year progressed.
2. We are teaching students to be respectful of the faculty, staff, and each other.
3. Teachers enjoy faculty Flipped Classroom Techniques.
4. Student Discipline decreased as the year progressed.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Increased truancy or tardies around the lunch period. **Root Cause:** Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.

**Problem Statement 2 (Prioritized):** Attendance improvement remains necessary. **Root Cause:** Implement attendance incentives again in 2020-2021.

# Priority Problem Statements

**Problem Statement 1:** The achievement gap for Special Education students is widening for most subjects.

**Root Cause 1:** Absence of common planning time between core and SPED teachers.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** GPHS lacks a campus-wide strategy for improving English literacy.

**Root Cause 2:** There are a variety of approaches across multiple content areas with no agreed upon approach.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** More students need to take the SAT/ACT tests for the first time before junior year.

**Root Cause 3:** Freshmen and Sophomores do not receive a waiver for the SAT/ACT tests.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students need to be made aware of and use the CCMR resources the school offers.

**Root Cause 4:** Lack of information distribution to help students prepare for college, a career, or the military.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Increased truancy or tardies around the lunch period.

**Root Cause 5:** Consistent discipline consequences implemented for 2020-2021, especially for truanancies and tardies.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Attendance improvement remains necessary.

**Root Cause 6:** Implement attendance incentives again in 2020-2021.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** GPHS scores below state average in college readiness and standardized testing such as ACT/SAT

**Root Cause 7:** Lack of focused preparation in ELA and math curriculums

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** GPHS scores below state average on state standardized testing in advanced performance categories

**Root Cause 8:** Emphasis on differentiation strategies

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** GPHS scores below state average in English I and II STAAR exams

**Root Cause 9:** Achievement gaps with ESL and SPED learners

**Problem Statement 9 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 1:** GPHS will provide regular communication for students, staff, and parents.

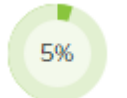





**Evaluation Data Sources:** CNA survey data

<p><b>Strategy 1:</b> Campus administrators will produce a weekly newsletter for all employees.  <b>Strategy's Expected Result/Impact:</b> CNA survey data will result in most staff members agreeing that GPHS effectively communicates with stakeholders.  <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> SMORE yearly fee - 199 - Local - \$80</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Campus administrators will produce a monthly newsletter for the community that will be distributed via the blackboard connect app and social media channels.  <b>Strategy's Expected Result/Impact:</b> CNA survey data will result in most stakeholders agreeing that GPHS effectively communicates with stakeholders.  <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools  <b>Funding Sources:</b> Yearly SMORE Fee - 199 - Local</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> GPHS will utilize the Blackboard App and school status to communicate with staff and the community.  <b>Strategy's Expected Result/Impact:</b> Increased communication.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Funding Sources:</b> None - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> Campus wide announcements will continue to be made at 6:54 and 2:30 to reduce impact on instructional time.  <b>Strategy's Expected Result/Impact:</b> Minimal instructional time used for operational announcements.  <b>Staff Responsible for Monitoring:</b> Campus principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 1:** GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 2:** GPHS will provide regular recognition for students and staff members.

**Evaluation Data Sources:** CNA survey






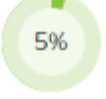





<p><b>Strategy 1:</b> A/B honor roll will be posted each six weeks in the academic honor wall area. Students who are on the honor roll will receive a small prize each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive Campus Climate.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal for C&amp;I.</p> <p><b>Funding Sources:</b> Student Awards - 199 - Local - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	 5%	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1:** GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 3:** GPHS will teach safety practices and protocols to all students and staff members.

**Evaluation Data Sources:** Submission forms for evidence of drill completion.

<p><b>Strategy 1:</b> Hold student assemblies within the first two weeks of school to teach all drill procedures.  <b>Strategy's Expected Result/Impact:</b> Safe school.  <b>Staff Responsible for Monitoring:</b> Associate Principal of Operations.  <b>Funding Sources:</b> None Needed - 199 - Local</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Review all drill procedures with faculty and staff in August pre-service training.  <b>Strategy's Expected Result/Impact:</b> Safe School  <b>Staff Responsible for Monitoring:</b> Associate Principal of Operations.  <b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> Hold all required monthly drills on time.  <b>Strategy's Expected Result/Impact:</b> Safe School  <b>Staff Responsible for Monitoring:</b> Associate Principal for Operations.  <b>Funding Sources:</b> None - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 4:** GPHS will implement a Social Emotional Learning Curriculum this year.

**Targeted or ESF High Priority**



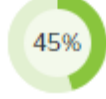





**Evaluation Data Sources:** Foundations surveys

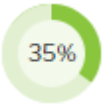
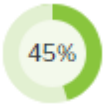
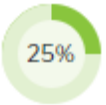







<p><b>Strategy 1:</b> GPHS will conduct 6 training's using Kogniti Mental Health Modules with all professional staff during their conference periods and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of students and staff social emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and counselors</p> <p><b>Funding Sources:</b> Green Room Supplies - 199 - Local - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress	Accomplished	Continue/Modify	Discontinue	

**Goal 2:** GPHS will provide information and opportunities to assist students in preparing for college, career and military.

**Performance Objective 1:** Increase student awareness of college entrance requirements by exposing them to a variety of opportunities to interact with admissions requirements.

**Evaluation Data Sources:** The number of students accepted to colleges.

<p><b>Strategy 1:</b> Implement a counselor's corner program during all lunches to give students access to college information.  <b>Strategy's Expected Result/Impact:</b> Increase access to counselors for all students.  <b>Staff Responsible for Monitoring:</b> Lead counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> Supplies - 199 - Local - 800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> GPHS will participate in and encourage all students to attend the district college fair.  <b>Strategy's Expected Result/Impact:</b> Increase participation by GPHS students in college night activities.  <b>Staff Responsible for Monitoring:</b> Lead counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> Supplies and food - 199 - Local - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> GPHS will host a FASFA/TAFSA night for all parents and students in the fall.  <b>Strategy's Expected Result/Impact:</b> Increased exposure to college admission rules.  <b>Staff Responsible for Monitoring:</b> Lead counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> Recruitment materials and event supplies - - 199 - Local - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 4:</b> GPHS will host 3 or more college campus visits in this school year.  <b>Strategy's Expected Result/Impact:</b> Increased exposure to college admission rules.  <b>Staff Responsible for Monitoring:</b> Lead Counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> Supplies and Materials and field trips - 199 - Local - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<p><b>Strategy 5:</b> The academic advisor will schedule classroom presentations to assist students in finding purpose and direction for the college admissions process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to college admission rules.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Advisor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 6:</b> Continue to increase enrollment in dual credit courses for early exposure to college curriculum for GPHS students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase numbers of successful students in Dual Credit.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Recruitment and parent communication - 199 - Local - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> All 10-12th-grade students will be provided with opportunities to take and pass the TSIA test at least once per semester to prove college readiness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting college readiness standards.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Testing supplies - 199 - Local - \$800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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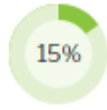






**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> More students need to take the SAT/ACT tests for the first time before junior year. <b>Root Cause:</b> Freshmen and Sophomores do not receive a waiver for the SAT/ACT tests.</p>
<p><b>Problem Statement 2:</b> Students need to be made aware of and use the CCMR resources the school offers. <b>Root Cause:</b> Lack of information distribution to help students prepare for college, a career, or the military.</p>

**Goal 2:** GPHS will provide information and opportunities to assist students in preparing for college, career and military.

**Performance Objective 2:** Increase student awareness of career opportunities by exposing them to a variety of opportunities to interact with multiple fields.

**Evaluation Data Sources:** CTE course numbers and certificates.

<p><b>Strategy 1:</b> GPHS will host a minimum of 2 CTE informational meetings to expose parents and students to course offering prior to registration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CTE enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> CTE counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> All 9th-grade students will meet with the CTE counselor and their grade level counselor to develop a personal high school endorsement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in coherent sequences.</p> <p><b>Staff Responsible for Monitoring:</b> CTE and 9th grade counselor; campus administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
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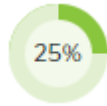




**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students need to be made aware of and use the CCMR resources the school offers. <b>Root Cause:</b> Lack of information distribution to help students prepare for college, a career, or the military.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 1:** 21st-century learning will be embedded in GPHS classrooms.

**Evaluation Data Sources:** T-TESS Evaluations, technology training, Kagan structure training, and presence in walkthrough data.

<p><b>Strategy 1:</b> Kagan Training will be held on a hybrid model . Teachers will receive the necessary resources to implement the structures that will allow for increased student engagement in a hybrid environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentages of Kagan and FSGPT through online platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 1 Problem Statements:**

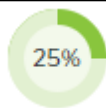







<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The achievement gap for Special Education students is widening for most subjects. <b>Root Cause:</b> Absence of common planning time between core and SPED teachers.</p>
<p><b>Problem Statement 2:</b> GPHS lacks a campus-wide strategy for improving English literacy. <b>Root Cause:</b> There are a variety of approaches across multiple content areas with no agreed upon approach.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

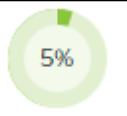
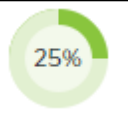






**Performance Objective 2:** Meet or exceed the state average in all tested areas

**Evaluation Data Sources:** An increased improvement of students meeting or exceeding the state overall passing standard and a minimum of 10% growth in Masters Grade Level Performance. Reach Meets in ELA of 50% and Mastery at 10%.

<p><b>Strategy 1:</b> 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, specialist and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Reports from Eduphoria/Aware Lesson Plans Student Growth and Success</p> <p><b>Staff Responsible for Monitoring:</b> Dept. Chairs, TIS, Content Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Provide Necessary training for state assessments and high quality proctors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Testing Coordinator (STAAR, TELPAS, STAAR ALT 2, TSIA, ACT)</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$15,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> 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 Biology meets and masters, SPED in all areas and ELA student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Percentage of students meeting expectations</p> <p><b>Staff Responsible for Monitoring:</b> Content AP's Teachers Department Chairs Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Student incentives, student snacks - 211 - Title I, Part A - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> training logs and hand-outs <b>Staff Responsible for Monitoring:</b> Content administrators, District Support Personnel <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 5:</b> GPHS will provide 1 spring planning day for all Core Subject areas <b>Strategy's Expected Result/Impact:</b> Number of students achieving meets/masters performance of EOC assessments <b>Staff Responsible for Monitoring:</b> Principal, Content AP's, Campus Instructional Specialist, District Instructional Specialists <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I, Part A - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 6:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Content AP, Campus Instructional Specialist, All Content Leaders, Teachers <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> ESL / SPED specialist will assist all teachers with integrating ELPS, SIOP and differentiation into lesson plans. Campus planning days will be conducted between SPED co-teach teams and LEP teachers to strategically incorporate differentiation into the classes. ESL specialist is specifically focused on providing support for classes with greater than 60% LEP students. <b>Strategy's Expected Result/Impact:</b> Increase EOC passing rates <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 8:</b> GPHS will train teachers on data analysis and incorporation of strategies to help students at risk (SPED, LEP) during "Lunch and Learn" sessions and outside professional development. "Lunch and Learn" session will be based upon a hybrid model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff instructional capacity in data analysis of assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists.</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199-30 - SCE - \$3,500, - 211 - Title I, Part A - \$3,000, - 199-30 - SCE - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 9:</b> 10) Teachers will calculate Domain 1 scores to determine which student groups can be targeted for tutorials or interventions using quintile reports.</p> <p>Domain score goals:            ELA - 42%            Math - 64%            Science - 60%            Social Studies - 72%</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 2 Problem Statements:**

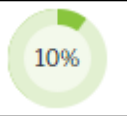
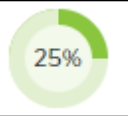

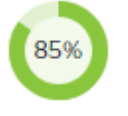




<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The achievement gap for Special Education students is widening for most subjects. <b>Root Cause:</b> Absence of common planning time between core and SPED teachers.</p> <p><b>Problem Statement 2:</b> GPHS lacks a campus-wide strategy for improving English literacy. <b>Root Cause:</b> There are a variety of approaches across multiple content areas with no agreed upon approach.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 3:** GPHS will provide instructional support and high quality curriculum and resources

**Evaluation Data Sources:** Increased test scores, decrease in student participation in Individual Graduation Committee (IGC), use of Coaching model for instructional support.

<p><b>Strategy 1:</b> Teachers will be provided with campus wide staff development to better understand how students graduation requirements will be impacted by EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Training sign in sheets handouts implementation of Strategies learned in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Content Administrators, District Support Personnel</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Teachers will be provided with content specific staff development regarding curriculum changes/revisions necessary to meet the end of course criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> Training sign in sheets handouts GPISD Summer Academy Participation Kagan Training</p> <p><b>Staff Responsible for Monitoring:</b> Content Administrators, District Support Personnel</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> GPHS will provide 1 day of planning for all Core subject areas with a focus on increasing rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students achieving Meets grade level performance on the EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Content AP's Campus Instructional Specialist District Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 - Local</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 4:</b> Provide guidance to teachers through the coaching cycle. <b>Strategy's Expected Result/Impact:</b> T-TESS Evaluation Performance <b>Staff Responsible for Monitoring:</b> Administrators Campus Specialists <b>Funding Sources:</b> - 199 - Local - \$0	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<b>Strategy 5:</b> Provide scope and sequence, curriculum maps, appropriate resources by program directors and specialist to be utilized during content team planning <b>Strategy's Expected Result/Impact:</b> Eduphoria lesson plans Power walks T-TESS data <b>Staff Responsible for Monitoring:</b> Specialist District program directors Administrators Team Leaders <b>Funding Sources:</b> - 199 - Local - \$0	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
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**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> The achievement gap for Special Education students is widening for most subjects. <b>Root Cause:</b> Absence of common planning time between core and SPED teachers.
<b>Problem Statement 2:</b> GPHS lacks a campus-wide strategy for improving English literacy. <b>Root Cause:</b> There are a variety of approaches across multiple content areas with no agreed upon approach.

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 4:** GPHS will provide technology support to all tested areas.











**Evaluation Data Sources:** Sign-In sheets professional development, technology share fair participation rate and teacher feedback surveys.

<p><b>Strategy 1:</b> Provide technology development training for the use of a variety of online instructional tools such as google classroom, Think Cerca, Kurzweil and Edgenuity</p> <p><b>Strategy's Expected Result/Impact:</b> Survey Results</p> <p><b>Staff Responsible for Monitoring:</b> Technology Integration Specialist, Administrators</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> In class coaching for technology use in all areas and offer virtual coaching lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons/Activities that integrate the use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Integration Specialist, Administrators</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Provide up-to-date technology resources for student/teacher use (i.e. Chromebook carts, additional labs, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in use of technology resources. Activities/lessons that integrate technology.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Integration Specialist, Administrators</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$4,856, - 199-30 - SCE - \$22,052</p>	<b>Reviews</b>			
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**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 5:** GPHS will provide social-emotional support to students in need.

**Evaluation Data Sources:** Participation in student organizations, data tracking of SPED students after ARD meetings, improvement of ESL student performance after student/parent conferences.

<p><b>Strategy 1:</b> Organize an African American Student Organization to help support students struggling academically and social-emotionally in school.  <b>Strategy's Expected Result/Impact:</b> Improve overall academic performance.  <b>Funding Sources:</b> - 199 - Local - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Have open discussions of At-risk/SPED students emotional struggles in annual ARD conferences.  <b>Strategy's Expected Result/Impact:</b> Improve academic performance  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> Identify classroom and emotional challenges among At-risk/ESL students and meet with the appropriate counselor, staff member and specialist to provide needed academic and/or emotional support  <b>Strategy's Expected Result/Impact:</b> Improve ESL students' overall academic performance.  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
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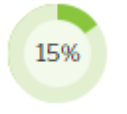

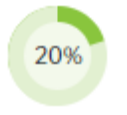

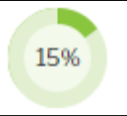





**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> GPHS lacks a campus-wide strategy for improving English literacy. <b>Root Cause:</b> There are a variety of approaches across multiple content areas with no agreed upon approach.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 6:** GPHS will focus on increasing our CCMR score for the 2020-2021 school year.

**Evaluation Data Sources:** CCMR score increasing on our accountability report.

<p><b>Strategy 1:</b> CCMR is being tracked for students who have not qualified as college ready for TSIA by placing students not college ready students in college prep English and college prep math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CCMR for the 2019-2020 school year by tracking students who qualify for TSIA college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> CCMR is being tracked for students who have not qualified as college ready for by increasing TSIA testing for PAP 9th graders who next year will qualify for college courses as a 10th grader to help them complete 9 hours of college courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who qualify to take dual credit courses.</p> <p><b>Staff Responsible for Monitoring:</b> counselors and administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> Evaluating student transcripts to guide students to take a CTE coherent sequence specifically in a approved industry based certification</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students taking a industry based certification</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Performance Objective 6 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students need to be made aware of and use the CCMR resources the school offers. <b>Root Cause:</b> Lack of information distribution to help students prepare for college, a career, or the military.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 7:** Increase the number of students qualifying for CTE certifications (industry based certification).

**Evaluation Data Sources:** Increase in 10% of our students earning a industry based certification.

<p><b>Strategy 1:</b> Examine the certifications we offer and explore new certifications.  <b>Strategy's Expected Result/Impact:</b> meet with teachers to review the certifications we offer  <b>Staff Responsible for Monitoring:</b> Administrators, Counselors and Teachers  <b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	 15%	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 7 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students need to be made aware of and use the CCMR resources the school offers. <b>Root Cause:</b> Lack of information distribution to help students prepare for college, a career, or the military.</p>

**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 8:** Increase the number of students college ready through TSIA in reading and math by passing TSIA or taking a college prep course .

**Evaluation Data Sources:** Increase in students passing TSIA in math and reading.

<p><b>Strategy 1:</b> TSIA and pre-TSIA testing for 9th, 10th, 11th and 12th grade students is scheduled for the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students college ready through TSIA.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal and counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 5%	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 8 Problem Statements:**

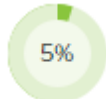





School Processes & Programs
<p><b>Problem Statement 2:</b> Students need to be made aware of and use the CCMR resources the school offers. <b>Root Cause:</b> Lack of information distribution to help students prepare for college, a career, or the military.</p>



**Goal 3:** GPHS will ensure student growth in the tested areas.

**Performance Objective 9:** GPHS will provide teachers and staff with professional development to address the needs of students with dyslexia.

**Evaluation Data Sources:** Increase in the use of Reading By Design

<p><b>Strategy 1:</b> Instructional Strategies will be included in campus professional development using Reading by Design.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia students will increase the use of strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia interventionist and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	 5%	 20%		
 No Progress  Accomplished  Continue/Modify  Discontinue				


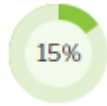






**Performance Objective 9 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> GPHS lacks a campus-wide strategy for improving English literacy. <b>Root Cause:</b> There are a variety of approaches across multiple content areas with no agreed upon approach.</p>

**Goal 4:** GPHS will ensure that students are provided quality enrichment/extracurricular programs and encourage their participation.

**Performance Objective 1:** GPHS will maintain the quality of fine arts programming that has been established.



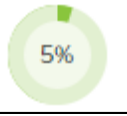
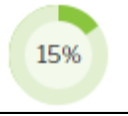




**Evaluation Data Sources:** UIL results, VASE results

<p><b>Strategy 1:</b> GPHS fine arts teachers will continue the tradition of vertical alignment with our feeder schools to ensure campus participation levels remain steady or increase.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in fine arts numbers</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts Department Chair</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> GPHS fine arts teachers will continue to participate in UIL events such as one-act play, choir and band contests, scholastic vase, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in stated events.</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts Department Chair</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** GPHS will ensure that students are provided quality enrichment/extracurricular programs and encourage their participation.

**Performance Objective 2:** GPHS will provide a variety of extra-curricular activities that students may participate in.









**Evaluation Data Sources:** Club and organization member lists.

<p><b>Strategy 1:</b> GPHS will host "Jacket Roll Call" the Saturday before school starts in an effort to showcase clubs and organizations for all students to participate in.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in club/organization membership.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Funding Sources:</b> Materials and supplies - 199 - Local - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Campus clubs and organizations will host recruitment tables in the cafeteria for interested students on a rotating schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in campus organizations.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal for Operations</p> <p><b>Funding Sources:</b> None needed - 199 - Local - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** GPHS will ensure that students are provided quality enrichment/extracurricular programs and encourage their participation.

**Performance Objective 3:** GPHS will seek an increase in community involvement for all enrichment activities in an effort to increase school spirit.

**Evaluation Data Sources:** Increase in spectators









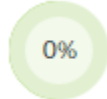



<p><b>Strategy 1:</b> GPHS will continue to honor academic and UIL excellence with the wall of honor. Students who earn a 3.6 or higher GPA will be given a letter jacket. Students who qualify as an All-State musician or athlete will be honored as well.</p> <p><b>Strategy's Expected Result/Impact:</b> Wall of honor.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal</p> <p><b>Funding Sources:</b> Letter jackets and celebrations - 199 - Local - \$3,300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> GPHS will host a minimum of 1 community pep rally at Dement Stadium for homecoming, 2 fall sport pep rallies, and 2 spring sport pep rallies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal of Operations</p> <p><b>Funding Sources:</b> Parade and Pep Rally - 199 - Local - \$4,100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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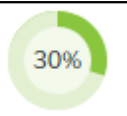
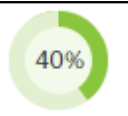
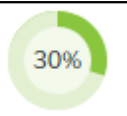
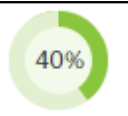
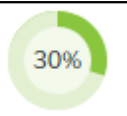
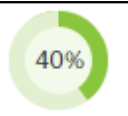
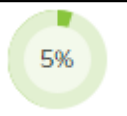
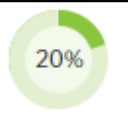
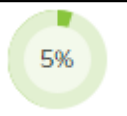
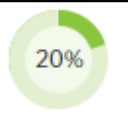
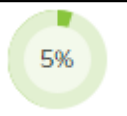
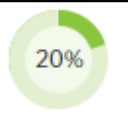
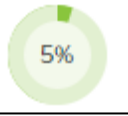
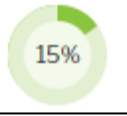
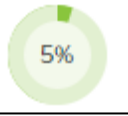
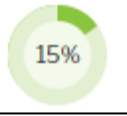
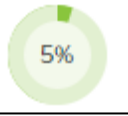
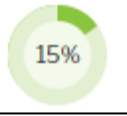
**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

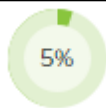




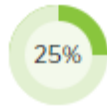




**Performance Objective 1:** Increase student attendance percentage to 96.3% or higher for the 2nd 6 Weeks Period.




















**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increased student attendance on PEIMS Report.

<p><b>Strategy 1:</b> Poll students on prizes they would like to earn as attendance incentives and then have our Kick Off Celebration during all lunches which will include music, flyers and prizes given for game participation volunteers.</p> <p><b>Strategy's Expected Result/Impact:</b> More student buy-in into the Attn. Initiative plan.</p> <p><b>Staff Responsible for Monitoring:</b> TIS will create QR code</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> \$100- treats for students who participate. - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Utilize our VOCA worker to meet with top 20 absent students (as identified in School Status). These students will be placed on week-to-week monitor list by their grade level AP/Counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Senior AP</p> <p>Joseph Garza - VOCA</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x \$10.)</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Last year, five students were awarded gift cards. We would like to double that number this year.</p> <p><b>Staff Responsible for Monitoring:</b> Juan C. Ramirez, Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 5:</b> Students who accumulated four or more absences in any one class during the Fall Semester 2020 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.</p> <p>At the end of 1st six weeks improvement contracts will be issued.</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p><b>Strategy 6:</b> RaaWee will generate a Student and Parent Conference at three Unexcused Absences. Based upon the information shared at the "Weekly Huddles," the Administrator will conference with the student regarding their attendance and consequences for continued absences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p><b>Strategy 7:</b> Grade Level Administrators will print Six Weeks Attendance Reports for ALL class periods and highlight the classes with highest attendance.</p> <p>Administrators will then bring their list to the "Attendance Store" to pick up the Six Weeks Prize to be distributed to their students as a reinforcement. May include coupons for slushies and ice cream sandwiches.</p> <p><b>Strategy's Expected Result/Impact:</b> Rewarding our students who are already intrinsically motivated.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Actual expense was \$860.00 for the attendance store (divided by 4 six weeks = \$215 per six weeks) - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p><b>Strategy 8:</b> Counselors will create a "Perfect Attendance Photo Booth." Students with all day perfect attendance each six weeks will take a picture in the Photo Booth which will be displayed throughout the Counseling Office. In addition, students will be provided with a treat.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Chips and photo booth supplies - \$200.00 - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p><b>Strategy 9:</b> Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria. Started and maintained by our Truancy Clerk.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating grade level awareness of our ADA.</p> <p><b>Staff Responsible for Monitoring:</b> Alexandra Desantiago</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$25</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p><b>Strategy 10:</b> Administrators will hand deliver goodie bags the Friday following the end of each six weeks for students that earned perfect attendance for the six weeks based on the ADA Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Incentives for attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> 2018-2019 \$120.00 actual expense - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 11:</b> Tardies - Students are often so late to class that it turns into an absence.</p> <p>Students who do not get to class on time will need to go by a tardy station (5 stations total) to obtain a Skyward Tardy Pass. (Except ADA Periods).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
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	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 12:</b> AP's with the assistance of both Counselors and Paraprofessionals will escort every student to their 2nd or 6th Period Class. The teacher will monitor student tardies for ADA Periods and submit a Discipline Referral for habitually tardy students during the ADA Periods.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Administrators, Counselors and Paraprofessionals</p>	<b>Reviews</b>			
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	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
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	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 14:</b> Identify Student Parents on our Campus and track to make sure they are only using the Pep Center when attending school.</p> <p>Ensuring absent notes are submitted if they were home with an ill child.</p> <p><b>Staff Responsible for Monitoring:</b> Desantiago and Pep Center Teacher, Ms. Tyner</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
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	<b>Formative</b>			<b>Summative</b>
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	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:



## Perceptions

**Problem Statement 1:** Increased truancy or tardies around the lunch period. **Root Cause:** Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.









**Problem Statement 2:** Attendance improvement remains necessary. **Root Cause:** Implement attendance incentives again in 2020-2021.





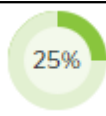
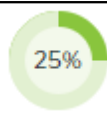
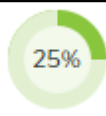
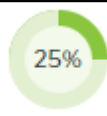


**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

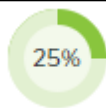





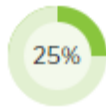

**Performance Objective 2:** Increase student attendance percentage to 95.9% or higher for the 3rd 6 Weeks Period.

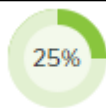





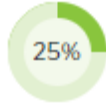
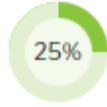
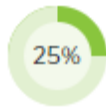
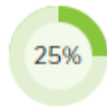




**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increased student attendance on PEIMS Report.

<p><b>Strategy 1:</b> Seniors will be able to earn prom tickets if they improve attendance. (Given a discounted rate for each week they meet the goal.) \$2.00 per week for each week in the 3rd and 4th six weeks as those are lower ADA times for seniors.  <b>Strategy's Expected Result/Impact:</b> Officially have ended the 3rd week and some students have earned a total of \$6.00 off. We will run it through the end of the 3rd and 4th six weeks for a max of \$24.00 off a prom ticket.  <b>Staff Responsible for Monitoring:</b> Erika Gonzalez; Tina Brasher  <b>Funding Sources:</b> Prom Allocation (Total of 3,000) - 199 - Local - 199.23.6499.00s2.002.99.102 - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Utilize our VOCA worker to meet with top 20 absent students (as identified in School Status). These students will be placed on week-to-week monitor list by their grade level AP/Counselor.  <b>Staff Responsible for Monitoring:</b> Senior AP             Joseph Garza - VOCA  <b>Problem Statements:</b> Perceptions 1, 2  <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.  <b>Staff Responsible for Monitoring:</b> Administrators and Counselors  <b>Problem Statements:</b> Perceptions 1, 2  <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 4:</b> Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x \$10.)            *This Strategy not Applicable until Spring Semester due to Covid-19.  <b>Strategy's Expected Result/Impact:</b> Last year, five students were awarded gift cards. We would like to double that number this year.  <b>Staff Responsible for Monitoring:</b> Juan C. Ramirez, Associate for SS  <b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<p><b>Strategy 5:</b> Students who accumulated four or more absences in any one class during the Fall Semester 2020 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.</p> <p>At the end of 1st six weeks improvement contracts will be issued.</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 6:</b> RaaWee will generate a Student and Parent Conference at three Unexcused Absences. Based upon the information shared at the "Weekly Huddles," the Administrator will conference with the student regarding their attendance and consequences for continued absences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> Grade Level Administrators will print Six Weeks Attendance Reports for ALL class periods and highlight the classes with highest attendance. Administrators will then bring their list to the "Attendance Store" to pick up the Six Weeks Prize to be distributed to their students as a reinforcement. May include coupons for slushies and ice cream sandwiches.</p> <p><b>Strategy's Expected Result/Impact:</b> Rewarding our students who are already intrinsically motivated.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Actual expense was \$860.00 for the attendance store (divided by 4 six weeks = \$215 per six weeks) - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 8:</b> Counselors will create a "Perfect Attendance Photo Booth." Students with all day perfect attendance each six weeks will take a picture in the Photo Booth which will be displayed throughout the Counseling Office. In addition, students will be provided with a treat.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Chips and photo booth supplies - \$200.00 - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 9:</b> Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria. Started and maintained by our Truancy Clerk.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating grade level awareness of our ADA.</p> <p><b>Staff Responsible for Monitoring:</b> Alexandra Desantiago</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$25</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<p><b>Strategy 10:</b> Administrators will hand deliver goodie bags the Friday following the end of each six weeks for students that earned perfect attendance for the six weeks based on the ADA Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Incentives for attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> 2018-2019 \$120.00 actual expense - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 11:</b> Tardies - Students are often so late to class that it turns into an absence.</p> <p>Students who do not get to class on time will need to go by a tardy station (5 stations total) to obtain a Skyward Tardy Pass. (Except ADA Periods).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:

## Perceptions

**Problem Statement 1:** Increased truancy or tardies around the lunch period. **Root Cause:** Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.





**Problem Statement 2:** Attendance improvement remains necessary. **Root Cause:** Implement attendance incentives again in 2020-2021.

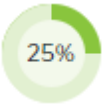
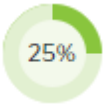








**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

**Performance Objective 3:** Increase student attendance percentage to 95.7% or higher for the 4th 6 Weeks Period.











**Targeted or ESF High Priority**









**Evaluation Data Sources:** Increased student attendance on PEIMS Report.



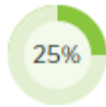
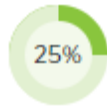




<p><b>Strategy 1:</b> 9) Attendance Initiative Drive the week of 2/15/21 thru 2/19/21. Students will be encouraged to attend the last week of the 4SW and drive our average to 95.70% or above.</p> <p>Monday 2/15/21.....Candy Bar</p> <p>Tuesday 2/16/21.....Ice Cream</p> <p>Wednesday 2/17/21.....Cookie</p> <p>Thursday 2/18/21.....Chips</p> <p>Friday 2/19/21.....Popcorn</p> <p>In addition, we are planning for a big raffle in which students who submitted their coupons/labels with their ID number will have the opportunity to win a set of Air Pods. One winner per grade level will be selected, and the winner must have been present all week (four days) to win.</p> <p><b>Strategy's Expected Result/Impact:</b> Drive our average to a minimum of 95.70% or above and meet our 4SW goal.</p> <p><b>Staff Responsible for Monitoring:</b> Juan C. Ramirez</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p><b>Strategy 2:</b> Seniors will be able to earn prom tickets if they improve attendance. (Given a discounted rate for each week they meet the goal.) \$2.00 per week for each week in the 3rd and 4th six weeks as those are lower ADA times for seniors.</p> <p><b>Strategy's Expected Result/Impact:</b> Officially have ended the 3rd week and some students have earned a total of \$6.00 off. We will run it through the end of the 3rd and 4th six weeks for a max of \$24.00 off a prom ticket.</p> <p><b>Staff Responsible for Monitoring:</b> Erika Gonzalez; Tina Brasher</p> <p><b>Funding Sources:</b> Prom Allocation (Total of 3,000) - 199 - Local - 199.23.6499.00s2.002.99.102 - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p><b>Strategy 3:</b> Utilize our VOCA worker to meet with top 20 absent students (as identified in School Status). These students will be placed on week-to-week monitor list by their grade level AP/Counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Senior AP</p> <p>Joseph Garza - VOCA</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 4:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 5:</b> Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x \$10.)</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Last year, five students were awarded gift cards. We would like to double that number this year.</p> <p><b>Staff Responsible for Monitoring:</b> Juan C. Ramirez, Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 6:</b> Students who accumulated four or more absences in any one class during the Fall Semester 2020 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.</p> <p>At the end of 1st six weeks improvement contracts will be issued.</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> RaaWee will generate a Student and Parent Conference at three Unexcused Absences. Based upon the information shared at the "Weekly Huddles," the Administrator will conference with the student regarding their attendance and consequences for continued absences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				



<p><b>Strategy 8:</b> Grade Level Administrators will print Six Weeks Attendance Reports for ALL class periods and highlight the classes with highest attendance. Administrators will then bring their list to the "Attendance Store" to pick up the Six Weeks Prize to be distributed to their students as a reinforcement. May include coupons for slushies and ice cream sandwiches.</p> <p><b>Strategy's Expected Result/Impact:</b> Rewarding our students who are already intrinsically motivated.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Actual expense was \$860.00 for the attendance store (divided by 4 six weeks = \$215 per six weeks) - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 9:</b> Counselors will create a "Perfect Attendance Photo Booth." Students with all day perfect attendance each six weeks will take a picture in the Photo Booth which will be displayed throughout the Counseling Office. In addition, students will be provided with a treat.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Chips and photo booth supplies - \$200.00 - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$250</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 10:</b> Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria. Started and maintained by our Truancy Clerk.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating grade level awareness of our ADA.</p> <p><b>Staff Responsible for Monitoring:</b> Alexandra Desantiago</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$25</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 11:</b> Administrators will hand deliver goodie bags the Friday following the end of each six weeks for students that earned perfect attendance for the six weeks based on the ADA Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Incentives for attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> 2018-2019 \$120.00 actual expense - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 12:</b> Tardies - Students are often so late to class that it turns into an absence.</p> <p>Students who do not get to class on time will need to go by a tardy station (5 stations total) to obtain a Skyward Tardy Pass. (Except ADA Periods).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<p><b>Strategy 13:</b> AP's with the assistance of both Counselors and Paraprofessionals will escort every student to their 2nd or 6th Period Class. The teacher will monitor student tardies for ADA Periods and submit a Discipline Referral for habitually tardy students during the ADA Periods.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Administrators, Counselors and Paraprofessionals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 14:</b> 30 students with the highest Chronic Absenteeism</p> <p>Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have an assigned Constable with Precinct 2 check on chronically absent/truant students.</p> <p>Strategy 1B Meet with students and place them on an Attendance Success Plan</p> <p>Strategy 1C Purchasing prizes and having drawings for the days each of these 30 students attend school.</p> <p><b>Staff Responsible for Monitoring:</b> 1A Kim Martin</p> <p>1B Social Worker or CIS</p> <p>1C Patty Cabello</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Variety of gift cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 15:</b> Identify Student Parents on our Campus and track to make sure they are only using the Pep Center when attending school.</p> <p>Ensuring absent notes are submitted if they were home with an ill child.</p> <p><b>Staff Responsible for Monitoring:</b> Desantiago and Pep Center Teacher, Ms. Tyner</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 16:</b> Host a Parent Education Night for teen parents to ensure they understand attendance rules and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Diane Sharp, Carmen Guereque and Evangelina Ojeda</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Snacks - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<b>Strategy 17:</b> Host Lunch&Learn, Mini College Fair, and/or Goal Workshop for chronically absent students and their parents. <b>Staff Responsible for Monitoring:</b> Sarah Castillo Counselors Brandi Couch <b>Funding Sources:</b> No cost last year, but being done more consistently this year. - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$150	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<b>Strategy 18:</b> Attendance Cook-Out in the CTE Patio will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA. <b>Staff Responsible for Monitoring:</b> Associate for Student Services Grade Level AP's <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Food, beverages, and other supplies - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$1,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**







<b>Perceptions</b>
<b>Problem Statement 1:</b> Increased truancy or tardies around the lunch period. <b>Root Cause:</b> Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.
<b>Problem Statement 2:</b> Attendance improvement remains necessary. <b>Root Cause:</b> Implement attendance incentives again in 2020-2021.

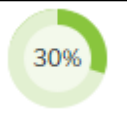
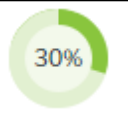
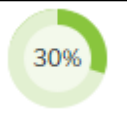
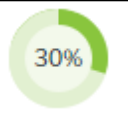
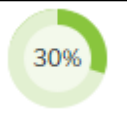
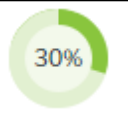
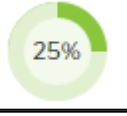
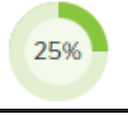
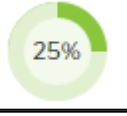
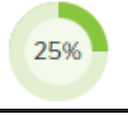
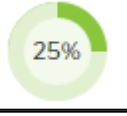
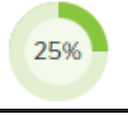
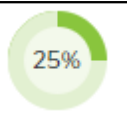
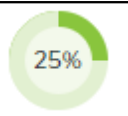
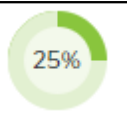
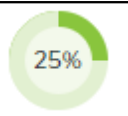
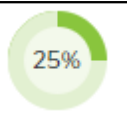
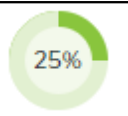
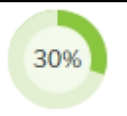
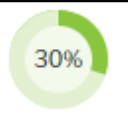
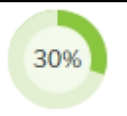
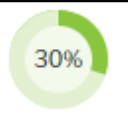
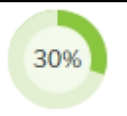
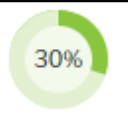
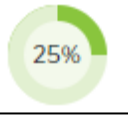
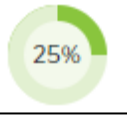
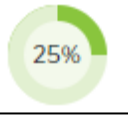
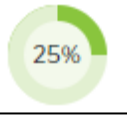
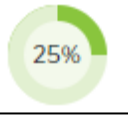
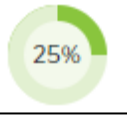
**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

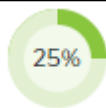





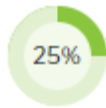

**Performance Objective 4:** Increase student attendance percentage to 95.5% or higher for the 5th 6 Weeks Period.

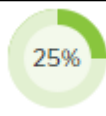
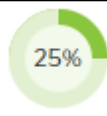
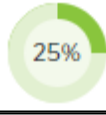
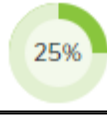

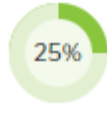
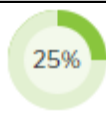
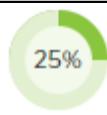




**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increased student attendance on PEIMS Report.

<p><b>Strategy 1:</b> Utilize our VOCA worker to meet with top 20 absent students (as identified in School Status). These students will be placed on week-to-week monitor list by their grade level AP/Counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Senior AP</p> <p>Joseph Garza - VOCA</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x \$10.)</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Last year, five students were awarded gift cards. We would like to double that number this year.</p> <p><b>Staff Responsible for Monitoring:</b> Juan C. Ramirez, Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Students who accumulated four or more absences in any one class during the Fall Semester 2020 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.</p> <p>At the end of 1st six weeks improvement contracts will be issued.</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Reviews				Formative			Summative	Oct	Dec	Feb	May				
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	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 14:</b> Host a Parent Education Night for teen parents to ensure they understand attendance rules and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Diane Sharp, Carmen Guereque and Evangelina Ojeda</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Snacks - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 15:</b> Host Lunch&amp;Learn, Mini College Fair, and/or Goal Workshop for chronically absent students and their parents.</p> <p><b>Staff Responsible for Monitoring:</b> Sarah Castillo Counselors Brandi Couch</p> <p><b>Funding Sources:</b> No cost last year, but being done more consistently this year. - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$150</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 16:</b> Attendance Cook-Out in the CTE Patio will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.</p> <p><b>Staff Responsible for Monitoring:</b> Associate for Student Services Grade Level AP's</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Food, beverages, and other supplies - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 4 Problem Statements:

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Increased truancy or tardies around the lunch period. <b>Root Cause:</b> Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.</p>
<p><b>Problem Statement 2:</b> Attendance improvement remains necessary. <b>Root Cause:</b> Implement attendance incentives again in 2020-2021.</p>











**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

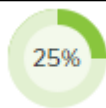

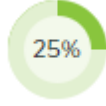
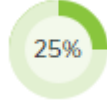

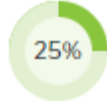



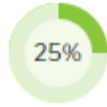
**Performance Objective 5:** Increase student attendance percentage to 95.4% or higher for the 6th 6 Weeks Period.



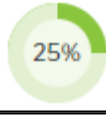
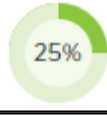

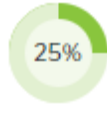
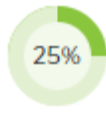
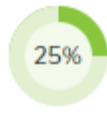


**Targeted or ESF High Priority**



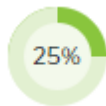
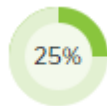

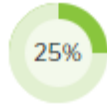

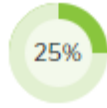
**Evaluation Data Sources:** Increased student attendance on PEIMS Report.

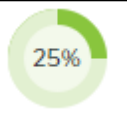
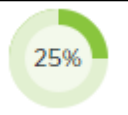




<p><b>Strategy 1:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken. During these weeks which we expect our lowest ADA all year, we will incorporate the S&gt;T&gt;A&gt;R approach, which will include creating and tracking our 50 worst attendance offenders. STAR is for Special Tactics and Resources, which means we will use anything at our disposal to bring these students to school. Which may mean going out and rounding them up from homes, hangouts, parks, etc. Incentivizing their attendance by week, by day, .....Whatever it takes!</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Daily gift card drawing for 3 students per day each Monday and Friday due to attendance trends the last six weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Actual expense was \$860.00 for the attendance store. See attached attendance store procedures. Also used for 3-5 Absences. \$860 was total amount spent. - 199 - Local - 199.23.6499.00s2.002.99.102 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> Attendance Cook out will be done the Monday after Prom to encourage senior attendance on this typically low performing attendance day for seniors.</p> <p><b>Staff Responsible for Monitoring:</b> Associate for Student Services Grade Level AP's</p> <p><b>Funding Sources:</b> Food, beverages, and other supplies - 199 - Local - 199.23.6499.00s2.002.99.102 - \$1,000</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Utilize our VOCA worker to meet with top 20 absent students (as identified in School Status). These students will be placed on week-to-week monitor list by their grade level AP/Counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Senior AP</p> <p>Joseph Garza - VOCA</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x \$10.)</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Last year, five students were awarded gift cards. We would like to double that number this year.</p> <p><b>Staff Responsible for Monitoring:</b> Juan C. Ramirez, Associate for SS</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> Students who accumulated four or more absences in any one class during the Fall Semester 2020 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.</p> <p>At the end of 1st six weeks improvement contracts will be issued.</p> <p>*This Strategy not Applicable until Spring Semester due to Covid-19.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation</p>	<b>Reviews</b>			
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<p><b>Strategy 16:</b> Identify Student Parents on our Campus and track to make sure they are only using the Pep Center when attending school.</p> <p>Ensuring absent notes are submitted if they were home with an ill child. <b>Staff Responsible for Monitoring:</b> Desantiago and Pep Center Teacher, Ms. Tyner <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 17:</b> Host a Parent Education Night for teen parents to ensure they understand attendance rules and procedures. <b>Staff Responsible for Monitoring:</b> Diane Sharp, Carmen Guereque and Evangelina Ojeda <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Snacks - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 18:</b> Host Lunch&amp;Learn, Mini College Fair, and/or Goal Workshop for chronically absent students and their parents. <b>Staff Responsible for Monitoring:</b> Sarah Castillo Counselors Brandi Couch <b>Funding Sources:</b> No cost last year, but being done more consistently this year. - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$150</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<b>Strategy 19:</b> Attendance Cook-Out in the CTE Patio will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA. <b>Staff Responsible for Monitoring:</b> Associate for Student Services Grade Level AP's <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Food, beverages, and other supplies - 199 - Attendance Incentive Allocation - 199.23.6499.00s2.002.99.102 - \$1,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



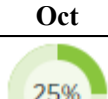
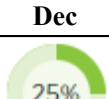
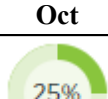
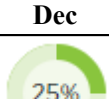
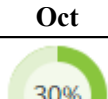
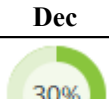
**Performance Objective 5 Problem Statements:**








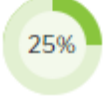




<b>Perceptions</b>
<b>Problem Statement 1:</b> Increased truancy or tardies around the lunch period. <b>Root Cause:</b> Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.
<b>Problem Statement 2:</b> Attendance improvement remains necessary. <b>Root Cause:</b> Implement attendance incentives again in 2020-2021.

**Goal 5:** GPHS will achieve a 95.8% or higher student attendance rate, utilizing the ##total amount here## Attendance Incentive Plan allotment and a 97% or higher staff attendance rate.

**Performance Objective 6:** Galena Park High School will utilize all systems and procedures in place in GPISD to create a daily attendance plan.

**Evaluation Data Sources:** Raa Wee tracking.

<p><b>Strategy 1:</b> Run an absent student report at 8 daily and call all students to encourage them to come to school by 9:10. Clerical personnel will make daily phone calls by assigned grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance.  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Improve low-performing schools  <b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Students will be denied class credit due to a high number of absences (5) in the Spring of 2019. The students will need to be placed on Attendance Contracts for the Spring 2020-2021 Semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance.  <b>Staff Responsible for Monitoring:</b> Associate principal of operations.  <b>Problem Statements:</b> Perceptions 1, 2  <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> During Weekly Huddles between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance.  <b>Staff Responsible for Monitoring:</b> Campus leadership team. Campus administrators.</p>	<b>Reviews</b>			
<p><b>Strategy 4:</b> At the beginning of the 4th Six Weeks, Attendance Contracts will be created to improve 5th and 6th six weeks attendance.            *Applicable in the Spring Semester only due to Covid-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance.  <b>Staff Responsible for Monitoring:</b> Campus administrators.  <b>Problem Statements:</b> Perceptions 1, 2  <b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				

<p><b>Strategy 5:</b> RaaWee will generate an Unexcused Warning Notice at 3 absences. Additionally, a Second Unexcused Warning Notice will be generated at six absences. The Attendance Office will send the Warning Notice Letters daily each morning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 6:</b> RaaWee will initiate a Final Unexcused Absences Warning Notice, TRIAD Referral and Court Filing Procedures at eight and ten Unexcused Absences. The Truancy Clerk will send the Final Warning Notice, as well as complete the court filing and TRIAD Referral Process.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Clerk</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 7:</b> All Seniors will be provided with and signed a copy of the GPISD Senior Attendance Plan Form. In addition, all Parents were sent a copy through the mail.</p> <p>If a Senior accumulates 8 or more absences in the Fall Semester they will lose the privilege to attend the Prom.</p> <p>If they accumulate 8 or more in the Spring Semester, they will lose the privilege to walk at graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal for Operations</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 8:</b> RaaWee will generate a Student and Parent Conference at three Unexcused Absences. The Grade Level Counselor will make successful Parent Contact to discuss attendance concerns. The Counselor will share pertinent information with the grade Level Administrator during Weekly Huddles.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level AP and Counselor</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - Attendance Incentive Allocation - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 6 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Increased truancy or tardies around the lunch period. <b>Root Cause:</b> Consistent discipline consequences implemented for 2020-2021, especially for truancies and tardies.</p>















**Perceptions**

**Problem Statement 2:** Attendance improvement remains necessary. **Root Cause:** Implement attendance incentives again in 2020-2021.

**Goal 6:** GPHS will provide opportunities for parental/community involvement and business partnership.

**Performance Objective 1:** Work with the campus PTA and Booster Club's to develop strong parental relationships.

**Evaluation Data Sources:** Parent Survey's




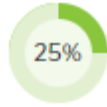




<p><b>Strategy 1:</b> Host Yellow Jacket Roll Call the Saturday before school starts.  <b>Strategy's Expected Result/Impact:</b> Increased parent participation.  <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Host an Open House Event in September for parents to meet their students' teachers.  <b>Strategy's Expected Result/Impact:</b> Increased parental awareness.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 3:</b> Continue a monthly newsletter to all parents, utilize blackboard connect and social media channels to ensure increased communication with parents. Ensure that the marquee is updated weekly.  <b>Strategy's Expected Result/Impact:</b> Increased parental awareness.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 4:</b> The campus parental involvement coordinator will work with the PTA board to host monthly meetings with topics of interest to our parents at a variety of times.  <b>Staff Responsible for Monitoring:</b> Parental involvement coordinator.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 7:** GPHS will ensure high-quality staff is employed & retained.

**Performance Objective 1:** GPHS staff will be provided with quality staff development to help ensure staff is able to meet the needs of the GPHS students.

**Evaluation Data Sources:** Staff Eduphoria survey data.

<p><b>Strategy 1:</b> Teachers will use Wednesday's after school for lesson planning time. There will be at least 2 Wednesday's after school each month considered "sacred" so that no other meetings or events are scheduled.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning efficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Snacks - 199 - Local - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> GPHS will provide one lesson planning day after the district assessment for teachers to identify data concerns and plan lessons to address any instructional gaps. (In the 5 EOC tested areas.)</p> <p><b>Strategy's Expected Result/Impact:</b> Effective lessons to increase EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and instructional specialist.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Gold Star Planning - 199 - Local - \$8,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


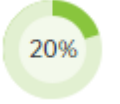
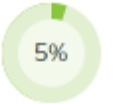
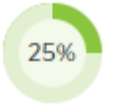




**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The achievement gap for Special Education students is widening for most subjects. <b>Root Cause:</b> Absence of common planning time between core and SPED teachers.</p>

**Goal 7:** GPHS will ensure high-quality staff is employed & retained.


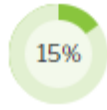





**Performance Objective 2:** High-quality staff will be hired when openings arise

**Evaluation Data Sources:** Teacher evaluation data

<p><b>Strategy 1:</b> Attend virtual job fairs  <b>Strategy's Expected Result/Impact:</b> High quality staff at GPHS.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> - 199 - Local - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Teacher Appreciation Events throughout the school year. One event will be planned every six weeks depending on staff needs.  <b>Strategy's Expected Result/Impact:</b> Improved Morale  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture  <b>Funding Sources:</b> - 199 - Local - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will provide superior operational services to best support students and staff success.

**Performance Objective 1:** Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner







<b>Strategy 1:</b> Maintain Capital Outlay spreadsheet. <b>Strategy's Expected Result/Impact:</b> Updated resources <b>Problem Statements:</b> Student Learning 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> The achievement gap for Special Education students is widening for most subjects. <b>Root Cause:</b> Absence of common planning time between core and SPED teachers.

**Goal 8:** The District will provide superior operational services to best support students and staff success.

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

<p><b>Strategy 1:</b> Customer service training for all staff to increase parent and community satisfaction based upon our parent survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the parent and community satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will provide superior operational services to best support students and staff success.

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

# State Compensatory

## Budget for Galena Park High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00CA.002.30.164.000	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
<b>6100 Subtotal:</b>		<b>\$10,000.00</b>
6300 Supplies and Services		
199.11.6395.00CA.002.30.164.000	6395 Supplies, DP Operations - Locally Defined	\$14,784.00
199.11.6399.00CA.002.30.164.000	6395 Supplies, DP Operations - Locally Defined	\$2,000.00
199.11.6399.00CA.002.30.164.000	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$18,784.00</b>

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 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 Feb. 12th and the needs assessment was accepted at the May 7th virtual faculty meeting (due to COVID -19). The top 3 focus areas will be:

1. SPED tested area data improvement
2. Community involvement
3. College and Career Readiness

Room	2110 - Process & Procedures	1507-Demographics	2106 - Perceptions	2507 - Student Achievement
Leaders	Kayla Daugherty	Jason Woodall	Ted Mahoney	Cynthia Tenaglio
1	J. Escamilla	M. Barraza	Robert Garcia	Nicholas Johnson
2	David Norris	L. Mitchell	ROULET	Sarah Castillo
3	Kurt Bouillion	S. Gomez	D.Jacobs	R. Williams
4	R. Torres	E. Ojeda	M.McNeil	Shameel Ali
5	S. Ontiveros	A. Murphy	D, Nickerson	Noe Vela
6	P. Molinas	R. Derr	G. Hendrix	Shannon Summers
7	A. Harris	D. Eaton	Donald Morris	Lisa Robinette
8	D. Ponce	D. Garza, RN	B. Dilworth	J. Simms
9	E. Barrera	P. Landrum	J. Ramirez	P. Kasprzak
10	C. Castillo	T. Bordelon	B.Wilson	Danielle Harney
11	C. Moore	P. Johnson	C. Holden	Brandi Couch
12	M. Kellner	J. McCracken	R. Murray	J. Phillips

Room	2110 - Process & Procedures	1507-Demographics	2106 - Perceptions	2507 - Student Achievement
13	Veronica D. Miles	A. Fress	Propes	T. Hernandez
14	Andree Torres	R. Urbano	A.Cruz	Carmen Guereque
15	R Jacobs	M Creed	A. Reyes	N. Nguyen
16	D.Thompson	O. Cazares	A. Khan	Angie Crew
17	T. Atchley	B. Fish	E. Gonzalez	H. Szostek
18	C. Watson	C. Swanson	L. Charles	S. Costley
19	Ron Richmond	C. Fountain	W. Frey	B Conner
20	Marcos Rodriguez	R.Jones	D. Resendez	K. Cannick
21	Chris Morales	S. LaBua	T. Hurtado	Kendra Walker
22	Steven Botello	V. Torres	N.Pena	Spiro Amarantos
23	Jeff King	E. Casingal	J.Turrubiartes	H. Garcia
24	Ronnie Whigham	Y. Trujillo	M. Martinez	M. Hardy
25	Lydia Baggett	Y. Yenga	D. Kingrey	K. Gardea
26	J. Thomas	J. Neal	H. Cook	V. Boyce
27	C. Foster	T Gipson	S. Houston	C. Jackson
28	D. Berry	Elissa Richey	C. Flores	S. Neal
29	N. Fatima	Gwen Richardson	T. Spikes	M. Ramirez
30	A. Kaiser	E. Zaremba	T, Valencia	K. Turner
31	D. Klak	L Garcia	Sheala Summers	D. Stephens
32	S. Miller	C Dixon	Ousley-hamlette	B. Simon
33	A. Harvey			A. Vasquez

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with committees of teachers, paraprofessionals, parents, and administrators.

Parents included: Ida Rocha and Cressy Arguelles.

Room	2110	1507	2106	2507
Leaders	Kayla Daugherty	Jason Woodall	Ted Mahoney	Cynthia Tenaglio
1	J. Escamilla	M. Barraza	Robert Garcia	Nicholas Johnson
2	David Norris	L. Mitchell	ROULET	Sarah Castillo
3	Kurt Bouillion	S. Gomez	D.Jacobs	R. Williams



Room	2110	1507	2106	2507
4	R. Torres	E. Ojeda	M.McNeil	Shameel Ali
5	S. Ontiveros	A. Murphy	D, Nickerson	Noe Vela
6	P. Molinas	R. Derr	G. Hendrix	Shannon Summers
7	A. Harris	D. Eaton	Donald Morris	Lisa Robinette
8	D. Ponce	D. Garza, RN	B. Dilworth	J. Simms
9	E. Barrera	P. Landrum	J. Ramirez	P. Kasprzak
10	C. Castillo	T. Bordelon	B.Wilson	Danielle Harney
11	C. Moore	P. Johnson	C. Holden	Brandi Couch
12	M. Kellner	J. McCracken	R. Murray	J. Phillips
13	Veronica D. Miles	A. Fress	Propes	T. Hernandez
14	Andree Torres	R. Urbano	A.Cruz	Carmen Guereque
15	R Jacobs	M Creed	A. Reyes	N. Nguyen
16	D.Thompson	O. Cazares	A. Khan	Angie Crew
17	T. Atchley	B. Fish	E. Gonzalez	H. Szostek
18	C. Watson	C. Swanson	L. Charles	S. Costley
19	Ron Richmond	C. Fountain	W. Frey	B Conner
20	Marcos Rodriguez	R.Jones	D. Resendez	K. Cannick
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29	N. Fatima	Gwen Richardson	T. Spikes	M. Ramirez
30	A. Kaiser	E. Zaremba	T, Valencia	K. Turner
31	D. Klak	L Garcia	Sheala Summers	D. Stephens
32	S. Miller	C Dixon	Ousley-hamlette	B. Simon
33	A. Harvey			A. Vasquez

## 2.2: Regular monitoring and revision

The CPAC committee will meet the first Thursday of Sept, Dec, Feb, and May.

Sept. 10, 2020

Dec. 3, 2020

Feb. 4, 2021

May 6, 2021

### **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 Deli House restaurant. 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.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: 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.

Stacy Costley is the counselor who works with Family and Community Involvement

Ms. Arguelles works as the PTA president to facilitate the parent committee.

Booster Club parents including Hope Garcia and Hilda Gonzalez.

The policy was distributed at Open house was held virtually for the 2020-2021 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.

### **3.2: 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 October 7, 2020

PTA Meeting and Coffee with the counselor 1st Wednesday's of each month- 9 am

Booster Club Meeting 1st Monday of each month at 6pm.

Father's take your Child to School for the 2020-2021 school year has been cancelled.

Coffee with the administrator and PTA meetings are held on the first Tuesday of each month. PTA meetings are held at 9 am and 6pm.

# Campus Funding Summary

199 - Attendance Incentive Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	\$100- treats for students who participate.	199.23.6499.00s2.002.99.102	\$100.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4	Gift Cards	199.23.6499.00s2.002.99.102	\$100.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7	Actual expense was \$860.00 for the attendance store (divided by 4 six weeks =s 250 per six weeks)	199.23.6499.00s2.002.99.102	\$250.00
5	1	8	Chips and photo booth supplies - \$200.00	199.23.6499.00s2.002.99.102	\$250.00
5	1	9			\$25.00
5	1	10	2018-2019 \$120.00 actual expense	199.23.6499.00s2.002.99.102	\$200.00
5	1	11			\$0.00
5	1	13	Variety of gift cards	199.23.6499.00s2.002.99.102	\$400.00
5	1	14			\$0.00
5	1	15	Snacks	199.23.6499.00s2.002.99.102	\$100.00
5	1	16	No cost last year, but being done more consistently this year.	199.23.6499.00s2.002.99.102	\$150.00
5	1	17	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4	Gift Cards	199.23.6499.00s2.002.99.102	\$100.00
5	2	5			\$0.00
5	2	6			\$0.00
5	2	7	Actual expense was \$860.00 for the attendance store (divided by 4 six weeks =s 250 per six weeks)	199.23.6499.00s2.002.99.102	\$250.00
5	2	8	Chips and photo booth supplies - \$200.00	199.23.6499.00s2.002.99.102	\$250.00
5	2	9			\$25.00

**199 - Attendance Incentive Allocation**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	2	10	2018-2019 \$120.00 actual expense	199.23.6499.00s2.002.99.102	\$200.00
5	2	11			\$0.00
5	2	13	Variety of gift cards	199.23.6499.00s2.002.99.102	\$400.00
5	2	14			\$0.00
5	2	15	Snacks	199.23.6499.00s2.002.99.102	\$100.00
5	2	16	No cost last year, but being done more consistently this year.	199.23.6499.00s2.002.99.102	\$150.00
5	2	17	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
5	3	3			\$0.00
5	3	4			\$0.00
5	3	5	Gift Cards	199.23.6499.00s2.002.99.102	\$100.00
5	3	6			\$0.00
5	3	7			\$0.00
5	3	8	Actual expense was \$860.00 for the attendance store (divided by 4 six weeks =s 250 per six weeks)	199.23.6499.00s2.002.99.102	\$250.00
5	3	9	Chips and photo booth supplies - \$200.00	199.23.6499.00s2.002.99.102	\$250.00
5	3	10			\$25.00
5	3	11	2018-2019 \$120.00 actual expense	199.23.6499.00s2.002.99.102	\$200.00
5	3	12			\$0.00
5	3	14	Variety of gift cards	199.23.6499.00s2.002.99.102	\$400.00
5	3	15			\$0.00
5	3	16	Snacks	199.23.6499.00s2.002.99.102	\$100.00
5	3	17	No cost last year, but being done more consistently this year.	199.23.6499.00s2.002.99.102	\$150.00
5	3	18	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
5	4	1			\$0.00
5	4	2			\$0.00
5	4	3	Gift Cards	199.23.6499.00s2.002.99.102	\$100.00
5	4	4			\$0.00
5	4	5			\$0.00
5	4	6	Actual expense was \$860.00 for the attendance store (divided by 4 six weeks =s 250 per six weeks)	199.23.6499.00s2.002.99.102	\$250.00



**199 - Attendance Incentive Allocation**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	4	7	Chips and photo booth supplies - \$200.00	199.23.6499.00s2.002.99.102	\$250.00
5	4	8			\$25.00
5	4	9	2018-2019 \$120.00 actual expense	199.23.6499.00s2.002.99.102	\$200.00
5	4	10			\$0.00
5	4	12	Variety of gift cards	199.23.6499.00s2.002.99.102	\$400.00
5	4	13			\$0.00
5	4	14	Snacks	199.23.6499.00s2.002.99.102	\$100.00
5	4	15	No cost last year, but being done more consistently this year.	199.23.6499.00s2.002.99.102	\$150.00
5	4	16	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
5	5	4			\$0.00
5	5	5			\$0.00
5	5	6	Gift Cards	199.23.6499.00s2.002.99.102	\$100.00
5	5	7			\$0.00
5	5	8			\$0.00
5	5	9	Actual expense was \$860.00 for the attendance store (divided by 4 six weeks =s 250 per six weeks)	199.23.6499.00s2.002.99.102	\$250.00
5	5	10	Chips and photo booth supplies - \$200.00	199.23.6499.00s2.002.99.102	\$250.00
5	5	11			\$25.00
5	5	12	2018-2019 \$120.00 actual expense	199.23.6499.00s2.002.99.102	\$200.00
5	5	13			\$0.00
5	5	15	Variety of gift cards	199.23.6499.00s2.002.99.102	\$400.00
5	5	16			\$0.00
5	5	17	Snacks	199.23.6499.00s2.002.99.102	\$100.00
5	5	18	No cost last year, but being done more consistently this year.	199.23.6499.00s2.002.99.102	\$150.00
5	5	19	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
5	6	1			\$0.00
5	6	2			\$0.00
5	6	4			\$0.00
5	6	5			\$0.00

**199 - Attendance Incentive Allocation**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	6	7			\$0.00
5	6	8			\$0.00
<b>Sub-Total</b>					\$12,475.00
<b>Budgeted Fund Source Amount</b>					\$1,100.00
<b>+/- Difference</b>					<b>-\$11,375.00</b>

**199-30 - SCE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	8			\$3,500.00
3	2	8			\$2,000.00
3	4	3			\$22,052.00
<b>Sub-Total</b>					\$27,552.00
<b>Budgeted Fund Source Amount</b>					\$27,552.00
<b>+/- Difference</b>					\$0.00

**199 - Local**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SMORE yearly fee		\$80.00
1	1	2	Yearly SMORE Fee		\$0.00
1	1	3	None		\$0.00
1	2	1	Student Awards		\$5,000.00
1	3	1	None Needed		\$0.00
1	3	2	None needed		\$0.00
1	3	3	None		\$0.00
1	4	1	Green Room Supplies		\$2,000.00
2	1	1	Supplies	800	\$0.00
2	1	2	Supplies and food		\$2,000.00
2	1	3	Recruitment materials and event supplies -		\$2,000.00
2	1	4	Supplies and Materials and field trips		\$3,000.00
2	1	5	None needed		\$0.00
2	1	6	Recruitment and parent communication		\$500.00

**199 - Local**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	7	Testing supplies		\$800.00
2	2	1	None needed		\$0.00
2	2	2	None needed		\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	4			\$0.00
3	2	6			\$0.00
3	2	7			\$0.00
3	2	9			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	5	1			\$200.00
3	5	3			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
3	6	3			\$0.00
3	7	1			\$0.00
3	8	1			\$0.00
3	9	1			\$0.00
4	1	1	None needed		\$0.00
4	1	2	None needed		\$0.00
4	2	1	Materials and supplies		\$2,000.00
4	2	2	None needed		\$500.00
4	3	1	Letter jackets and celebrations		\$3,300.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2	Parade and Pep Rally		\$4,100.00
5	1	18	Prom Allocation (Total of 3,000)	199.23.6499.00s2.002.99.102	\$0.00
5	2	1	Prom Allocation (Total of 3,000)	199.23.6499.00s2.002.99.102	\$1,500.00
5	2	18	Prom Allocation (Total of 3,000)	199.23.6499.00s2.002.99.102	\$0.00
5	3	2	Prom Allocation (Total of 3,000)	199.23.6499.00s2.002.99.102	\$1,500.00
5	5	2	Actual expense was \$860.00 for the attendance store. See attached attendance store procedures. Also used for 3-5 Absences. \$860 was total amount spent.	199.23.6499.00s2.002.99.102	\$500.00
5	5	3	Food, beverages, and other supplies	199.23.6499.00s2.002.99.102	\$1,000.00
7	1	1	Snacks		\$500.00
7	1	2	Gold Star Planning		\$8,000.00
7	2	1			\$0.00
7	2	2			\$3,000.00
<b>Sub-Total</b>					\$41,480.00
<b>Budgeted Fund Source Amount</b>					\$283,639.00
<b>+/- Difference</b>					\$242,159.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$15,000.00
3	2	3	Student incentives, student snacks		\$10,000.00
3	2	5			\$5,000.00
3	2	8			\$3,000.00
3	4	3			\$4,856.00
<b>Sub-Total</b>					\$37,856.00
<b>Budgeted Fund Source Amount</b>					\$37,856.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$119,363.00