Galena Park Independent School District

North Shore 10th Grade Center

2021-2022 Department Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: August 9, 2021

Mission Statement

North Shore 10th Grade Center is committed to providing all the necessary resources and strategies so that students reach a high level of social and academic achievement through rigorous and relevant content to ensure college and career readiness so that all students exceed state and national standards.

Vision

"Our Vision is all students will be successful."

Value Statement

North Shore 10th Grade Center will create and cultivate a culture of excellence based upon the belief that all students are **"Made 4 Greatness".**

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Comprehensive Needs Assessment

Needs Assessment Overview

The Campus Needs Assessment Committees performed an in-depth analysis of various data sources. An overview of their findings is outlined in the table below:

NCLB Recommended Area	2021-2022 Campus Focus
Demographics	Incease student attendance for all student subgroups
Student Achievement	Meet ELL and SpEd performance targets identified in Domain III - Closing the Gaps
Culture and Climate	Provide monthly activities during which teachers will be recognized for successfully meeting personal and/or campus goals
Staff Quality	Insure that all teachers are equipped with the proper resources and training to deliver high-quality blended instruction
Curriculum and Instruction	Review, and reteach as necessary, all high yield instructional stratgies with a focus on ELL and SpEd subgroups
Parent Involvement	Provide a variey of communication mediums to parent and community
School Organization	Create manageable processes and protocols to protect student and staff, health and safety
Technology	Ensure that students and teachers have access to the technology resources and training that they need to be successful

Demographics

Demographics Summary

North Shore Senior High School serves a diverse student population. Just over 80% of students are economically disadvantaged; nevertheless, our students tend to perform higher than other comparable schools with similar rates. While there was no Accountability Rating for the 19-20 school year, the 18-19 rating showed a need for improved performance for Special Education students. The recent shift to virtual learning showed that SpEd students struggled with this learning platform more than their non-identified peers. NSSH serves 4,534 students in grades 9 through 12. The table below shows each student population by grade level as well as student groups by ethnicity.

Grade Level	Population
9th Grade	1182
10th Grade	1146
11th Grade	1155
12th Grade	1150

Subgroup	Percentage
Economically Disadvantaged	81.10%
English Language Learners	15.30%
Motability Rate	12.70%
Special Education	10.40%

Texas Education Agency modified student attendance protocols allowing for students to demonstrate their attendance through multiple methods. Despite this allowance, there was no significant increase in student attendance during the 20-21 school year.

2017	2018	2019	2020/Fall	2021
94.30%	93.70%	95.03%	94.63%	95.65%

Demographics Strengths

NSSH continues to close academic achievement gaps across all subgroups. All Student groups continue to score closely to the campus average on all 5 EOCs. In addition, the graduation rate has consistently been above the state and the NSSH drop-out/mobility rates are lower when compared to the state. There has been an increase in the number of students meeting CCMR classification over the past several years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as SpEd do not complete Career and Technology Education coursework consistent with their post-secondary goals. **Root Cause:** There is alack of understanding on how to provide effective career counseling for this subgroup across all campuses.

Problem Statement 2: Student attendance is consistently below the state average. **Root Cause:** Students and parents do not see the immediate consequences of their poor attendance.

Student Learning

Student Learning Summary

Due to the COVID-19 closure, there was no state testing during the Spring or Summer of 2020. When looking at the history of December's testing we saw a significant drop in student performance; with the greatest drop in Algebra 1.

North Shore 10th - 12th	2018	2019	2020	Difference
Algebra 1	48.72%	68.75%	28.57%	-40.18%
Biology	41.43%	52.50%	29.49%	-23.01%
English 1	20.89%	44.36%	19.79%	-24.57%
English 2	21.82%	36.36%	24.48%	-11.88%
US History	72.81%	57.50%	56.52%	-0.98%

Student Learning Strengths

Despite the canceling of the Spring 2020 EOC assessments, the Spring 2021 scores showed a minimal decline in student performance from the Spring 2019 scores. This year NSSH administered the greatest number of AP exams in the school's history. At the same time, we saw an increase in the number of dual credit courses successfully completed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as SpEd lack Career and Technology Education courses consistent with their career choices **Root Cause:** There is an insufficient number of options for entry-level CTE classes for students beginning with 9th grade

Problem Statement 2: There is an identified performance gap between special education and English language learners when compared to non-identified subgroups. **Root Cause:** Lack of consistent, training, planning, and/or implementation of a variety of proven instructional strategies.

School Processes & Programs

School Processes & Programs Summary

With the 20-21 came the "One School" initiative. NSSH is school that consists of 3 separate campuses - North Shore 9th Grade Center, North Shore 10th Grade Center, and North Shore Senior High. North Shore Senior High serves juniors and seniors. Each campus is staffed with a principal and assistant principals. North Shore shares its students across all three campuses. Students are shuttled between campuses to attend campuses. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes.

As part of the initiative, North Shore pincipals participate in vertical alignment meetings. Communication between administratos and teachers will be more transparent to improve the morals of each campus and the school as a whole. The principals discuss staffing needs and determine if staff needs to be moved to various campuses based on student needs.

All campus leaders should communicate amongst each other to become cohesive in regards to campus policies, procedures, and standards. Communication between administrators and teachers need to be more transparent to improve the morale of the shool. It is important for teachers and staff to be involved in the development and planning phases of goals, programs, and initiatives.

School Processes & Programs Strengths

In preparation for the 21-22 school year, our Instructional Leadership Team has begun working on identifying, creating, and providing training and support for a variety of campus programs. (Backward design, Data Driven Instruction, 5 E's, Fundametal 5, 7 Stepts to a Language Rich Classroom, etc.) Instructional walk-throughs will focus on targeted practices each month. Administrators, specialists, and department chairs will meet monthly to review data, plan, and implement next steps.

We will restart our monthly staff activities (cook offs, pumkin decorating, etc.) to build participation and boost staff morale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff have indicated a need to improve morale and increase opportunities to be recognized and celebrated. **Root Cause:** Due to the Covid-19 restrictions there has not been the opportunities to socialize and celebrate the things that matter - one another.

Problem Statement 2: The students that have returned to in-person learning are demonstrating a lack of skills necessary for learning, as well as short tempers, and impulsivity. **Root Cause:** The various stresses brought on by the pandemic, and the subsequent lock-down, has created a significant regression in our students' executive function skills.

Perceptions

Perceptions Summary

From our inception, our foucs has been on "Creating, and Cultivating a Culture of Excellence". We have communicated with parents and community with a monthly newsletter, in addition to necessary emails and/or call-outs. Communication with staff included, emails, texts, and a weekly S'More.

Teachers are expected to be active participants in weekly department meetings/planning. This expectation is for this, and all other required meetings to return to in-person formats.

The 20-21 school year has been both stressful and overwhelming for our students and staff alike. It will be more important than every to focus on SEL and incorporating Brain Breaks throughout the day.

Perceptions Strengths

Most parents reported feeling welcomed across all campuses. They felt that their students were being provided with an educational foundation that prepares them for college and/or careers. Just over 90% of parents report utilizing Skyward parent protal to access grades, attendance, and other student information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance rates need to increase across all subgroups. **Root Cause:** Students and parents do not understand the impact that poor attendance has on student performance.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: All staff will receive training covering all standard protocols and responses prior to the first day of school. These same protocols and responses will be taught to all students at the beginning of each semester. Information cards listing protocols and responses will be provided to all subs that are in the building on any given day. We will conduct all drills during the first ten days of instruction to ensure that staff and students demonstrate understanding of the protocols and appropriate responses. **Strategy's Expected Result/Impact:** All staff and students will be aware of all standard protocols and appropriate responses. **Staff Responsible for Monitoring:** Associate Principal of Operations **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Sept	Dec	Feb	May
	50%	50%		
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

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

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements
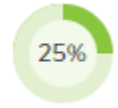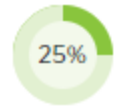
Strategy 1 Details		Reviews			
Strategy 1: All teachers will receive training on and utilize CHAMPS, SEL, and Brain Breaks on a daily basis in all classes. **Strategy's Expected Result/Impact:** Using a proactive approach to classroom management that addresses anxiety as well as eliminates stress will result in students and staff reporting a feeling of physical and emotional safety. **Staff Responsible for Monitoring:** All campus administrators.		Formative			Summative
		Sept	Dec	Feb	May
		25%			
Strategy 2 Details		**Reviews**			
Strategy 2: All teachers will receive training on Executive Functioning Skills and their impact on student behaviors and learning. The campus will develop a schedule of		Formative			Summative
		Sept	Dec	Feb	May
		25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

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

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff
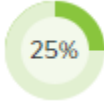
Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: Our counseling team will conduct a develop a schedule for hosting various meetings (Counselor's Corner ; Student After-School; Family After-School, etc.) that promotes self-confidence, self care, proper ways to de-stress, etc.	Formative			Summative
Strategy's Expected Result/Impact: Students and parents will be supported socially and emotionally. **Staff Responsible for Monitoring:** Counseling Staff	Sept	Dec	Feb	May
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Include students in a variety of leadership organizations (student council, Principal's advisory, etc.) to develop plan for increased school-wide celebrations and recognitions.	Formative			Summative
Strategy's Expected Result/Impact: Students will feel that they have a voice in campus decisions and events. **Staff Responsible for Monitoring:** Campus Administrators and group Sponsors **ESF Levers:** Lever 3: Positive School Culture	Sept	Dec	Feb	May
	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details		Reviews		
Strategy 1: All students will be provided with the opportunity to take and pass the TSIA 2.0 test at least once per semester to prove college readiness skills. Re-testing opportunities will be provided for students that are close to meeting the standard.		**Formative**		**Summative**
		Sept	Dec	Feb	May
Strategy's Expected Result/Impact: Increased number of students meeting college readiness standards **Staff Responsible for Monitoring:** Associate Principal of C&I, Counselors, DLAC **TEA Priorities:** Connect high school to career and college		25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
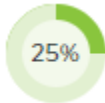
Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase student enrollment in dual credit courses for early exposure to college curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students successfully earning college credits. **Staff Responsible for Monitoring:** Associate Principal of C&I, Counselors **TEA Priorities:** Connect high school to career and college	**Sept**	**Dec**	**Feb**	**May**
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
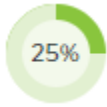
Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			

Strategy 1: All students enrolled in tested areas will continue to demonstrate performance through Curriculum Based Assessments and District Assessments to monitor progress.
    Strategy's Expected Result/Impact: Student's will be able to identify their own targeted growth areas resulting in greater self-awareness , and academic success.
    Staff Responsible for Monitoring: Associate Principal of C&I, Campus Administrators, Content Specialists, DLAC
    TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	25%			
Strategy 2 Details	Reviews			

Strategy 2: Identify and provide support/targeted tutorials based on an analysis of data specifically focusing on ELL and SpEd learners.
    Strategy's Expected Result/Impact: Increased student performance on EOC exams
    Staff Responsible for Monitoring: Associate Principal of C&I, Campus Administrators, Content Specialists, DLAC
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			
Strategy 1: All 3 NSSH campuses will work to coordinate discussions, counseling, and scheduling of CTE coherent sequences that align with students' endorsements to develop a more fluid transition.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: An increase in the number of students completing a CTE sequence of courses based on their endorsement. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college	25%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			

Strategy 1: Ensure that all students that were not successful on the Spring 2021 EOC exams are placed in the appropriate support classes and/or targeted tutorials to increase performance on the December 2021 EOC exams.
        Strategy's Expected Result/Impact: More than 50% of students testing in December will be successful.
        Staff Responsible for Monitoring: Associate Principal of C&I, Specialists, Counselors, DLAC, Diagnostician
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	25%			
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 6: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequences, the standards, and the expected level of rigot.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans as presented during department planning and entered into Forethought
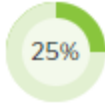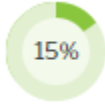
Strategy 1 Details	Reviews			
Strategy 1: Administrators are present during department planning and conduct regular checks of lesson plans posted in Forethought (minimum of every 2 weeks) **Strategy's Expected Result/Impact:** Feedback is delivered to teachers with enough time to make recommended changes before lesson delivery **Staff Responsible for Monitoring:** All Campus Administrators **ESF Levers:** Lever 4: High-Quality Curriculum	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
	25%			
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 7: Effective classroom routines and instructional strategies

    Targeted or ESF High Priority

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices. **Staff Responsible for Monitoring:** All staff. **ESF Levers:** Lever 5: Effective Instruction		25%			

Strategy 2 Details		Reviews			
Strategy 2: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical0thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution. **Staff Responsible for Monitoring:** Teachers, Administrators, and Program Directors **ESF Levers:** Lever 5: Effective Instruction		25%			

Strategy 3 Details		Reviews			
Strategy 3: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 5: Effective Instruction		25%			

Strategy 4 Details		Reviews			
Strategy 4: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions **Staff Responsible for Monitoring:** Campus Administrators, Specialists, and Department Chairs **ESF Levers:** Lever 5: Effective Instruction		25%			

Strategy 5 Details	Reviews			
Strategy 5: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will determine key conceptual and procedural gaps between student work and exemplar - Naming the specific student error and misunderstanding. **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 6 Details	Reviews			
Strategy 6: Teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 7 Details	Reviews			
Strategy 7: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: All classrooms include at least one visible student progress tracking artifact, which is regularly updated **ESF Levers:** Lever 5: Effective Instruction	15%			

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

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details		Reviews			
Strategy 1: Advertise all student clubs and organizations at S'Morientation, on the campus webpage, and via the Multi-Media Panel during lunches.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be made aware of the wide variety of clubs and organizations that may appeal to their likes and interests. **Staff Responsible for Monitoring:** Associate Principal of Operations, Club and Organization Sponsors		25%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Counselors will work with students interested in remaining in the various arts programs while pursuing their desired endorsements. The goal will be to ensure that students to do have to forgo interests in the arts for other course work.	**Sept**	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: An increase in the number of students that are participating in the various arts program throughout their high school experience. **Staff Responsible for Monitoring:** Counselors	25%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				
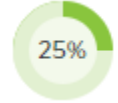
Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: GPISD has developed relationships with industry and a variety of businesses in our area that allows for an exchange of information about the types of jobs available to and skills needed to be successful in those positions.	**Sept**	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will leave high school with the skills necessary to be successful in a variety of college and/or career options. **Staff Responsible for Monitoring:** Administrators, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: High Quality Staff

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

Strategy 1 Details		Reviews			
Strategy 1: All teachers new to the campus will have a common planning period with a veteran teacher in their content area.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers new to the campus will have a point of contact for questions related to campus procedures and processes as they arise. **Staff Responsible for Monitoring:** Associate Principal of C&I, Specialists, Department Chairs		Sept	Dec	Feb	May
		25%			
Strategy 2 Details		**Reviews**			
Strategy 2: All 1st and 2nd year rookie teachers will have a campus mentor assigned to them.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All rookie teachers will report feeling supported throughout the school year. **Staff Responsible for Monitoring:** Associate Principal of C&I, Campus Lead Mentor, Specialists, Department Chairs		Sept	Dec	Feb	May
		25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will be informed of all employee relations services developed by central office.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High Satisfaction Rating **Staff Responsible for Monitoring:** Campus Administrators	**Sept**	**Dec**	**Feb**	**May**
	25%			
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Goal 4: High Quality Staff

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

   Targeted or ESF High Priority

Strategy 1 Details	Reviews			

Strategy 1: Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.
   Strategy's Expected Result/Impact: Develop campus instructional leaders with clear roles and responsibilities.
   Staff Responsible for Monitoring: Principal
   ESF Levers: Lever 1: Strong School Leadership and Planning
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: High Quality Staff

Performance Objective 4: Create a positive school culture with campus vision, mission, goals, and values focused on a safe environment and high expectations.
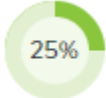
Targeted or ESF High Priority

Evaluation Data Sources: Regular campus climate surveys assess and measure progress on student and staff experiences

Strategy 1 Details	Reviews			
Strategy 1: Climate surveys are administered at least once per semester and include students, staff, and families' responses around key climate indicators.	**Formative**			**Summative**
ESF Levers: Lever 3: Positive School Culture	Sept	Dec	Feb	May
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			

Strategy 1: Tap all district resources and personnel to assist with training and supporting staff to improve student learning and academic performance.
    Strategy's Expected Result/Impact: Increase in student performance in all areas.
    Staff Responsible for Monitoring: Administrators, Specialists, and Department Chairs
	Formative			**Summative**

	Sept	Dec	Feb	May
	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			
Strategy 1: The Principal will maintain a budget plan to meet the yearly needs of the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus will operate with its budget. **Staff Responsible for Monitoring:** Principal, Financial Clerks	**Sept**	**Dec**	**Feb**	**May**
	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			

Strategy 1: The Principal and Associate Principal of Operations will work with the TIS, and DLAC to make sure the campus maintains a capital outlay plan to meet the long-term needs of the campus.
    Strategy's Expected Result/Impact: The campus will maintain excellent facilities and equipment
    Staff Responsible for Monitoring: Principal, Associate Principal of Operations
	Formative			**Summative**

	Sept	**Dec**	**Feb**	**May**
	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Addendums