Galena Park Independent School District

Galena Park High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

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^{th} 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^{th} -12^{th} 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

Revised/Approved: May 08, 2019

Demographics

Demographics Summary

During the 2018-2019 school year, our student population (approximately 1800 students) consisted of the following: 93.7% Hispanic, 3.6% African-American, 2.3% White, 0.1% Asian, 0.1% American Indian, and 0.1% Two or More Races. Of our 1877 students, 78.1% were classified as Economically Disadvantaged and 61.8% as At-Risk. During this school year, 16.5% of the students participated in our English Language Learners program, 7.2% were part of our Special Education program, 6.4% were classified as Gifted and Talented, and 82.8% of students participated in our Career and Technical Education program.

The Texas Academic Performance Report for GPHS indicates that in 2017-2018 the annual drop rate was 1.7%, which was a slight decrease from the year before (1.8%). The 4-year longitudinal rate shows that the graduation rate for the class of 2017 was 90.9%.

The campus consisted of a staff population of 154 individuals during the 2017-2018 school year. The following represents the demographic information concerning the teacher population: 47.3% White, 30.3% Hispanic, 17.2% African-American, 4.3% Asian, 50.1% males, and 49.9% females. 100% of the faculty was deemed as Highly Qualified and 100% of paraprofessional staff were also deemed Highly Qualified.

Demographics Strengths

The demographics committee met on February 15, 2019 and determined the following demographic strengths for GPHS:

1. College advocacy through our academic advisor.

2. Teachers have high academic standards that are evident in a variety of ways including EOC scores and CTE certifications.

3. There are supportive administrators at GPHS.

4. Our students are well-mannered and engaged in the learning process.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is low school spirit. **Root Cause**: Lack of community events to encourage participation in school wide events.

Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause**: Demographics of our community mean that few parents have had college exposure.

Problem Statement 3: Not all students at GPHS are exposed to college and technical opportunities. **Root Cause**: Students at GPHS are not exposed to life outside of their communities.

Problem Statement 4: Teachers are burdened by due dates and paper work requirements. **Root Cause**: Conference periods only every other day.

Problem Statement 5: Student attendance is below the district goal. **Root Cause**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Student Academic Achievement

Student Academic Achievement Summary

STAAR data shows achievement gaps existing between campus passing performance and state standards. The smallest gaps exist in the Algebra 1 and Biology End of Course (EOC) exams while the largest gaps exist in the English 1 and English 2 exams.

STAAR Percentage Passing Rates (Approaches)

EOC Test	Year	Campus %
English 1	2018	58
	2019	68
English 2	2018	61
	2019	64
Algebra 1	2018	90
	2019	89
Biology	2018	86
	2019	87
US History	2018	95
	2019	96

Student Academic Achievement Strengths

1. GPHS received an academic distinction in Social Studies in the 2017-2018 school year.
2. Our campus met or exceeded the state percentage of students at approaches in Algebra I, Biology, and US History.
3. There is a 0-1% gap between our school percentages at approaches and our Economically Disadvantaged population percentages at approaches.
4. GPHS exceeded the state's percentage for career or military readiness (18.5% versus 13.2%).
5. GPHS exceeded the state's percentage for students with a CTE coherent sequence (25.5% versus 17.3%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our students lack strategies for reading proficiency. **Root Cause**: There are few opportunities outside of English class for students

to engage in devoted reading.

Problem Statement 2: Our students lack strategies for writing proficiency. **Root Cause**: Core teachers do not have the training to model writing strategies outside of English class.

School Processes & Programs

School Processes & Programs Summary

It is a priority of the staff and administration of Galena Park High School to put processes and procedures in place that will create the safest environment possible for everyone. The Foundations committee was created to address issues and concerns that may arise concerning campus processes and procedures. The committee consists of staff, teachers, and administrators. Discussion related to campus operational procedures is also discussed with the entire staff during monthly after school staff meetings. It will be a primary goal next year to increase teacher buy-in to the foundations' plan.

School Processes & Programs Strengths

The school process and program committee met on February 15, 2019 and determined the following strengths:

1. GPHS does a good job of recruiting and retaining qualified teachers through the use of job fairs, new teacher training, and mentor-ships.

2. Communication has improved at GPHS during the 2018-19 school year.

3. Attendance has improved for both staff and students.

4. The campus has a proactive approach to resolving problems.

5. There are a variety of activities that students can participate in and that faculty members can sponsor. This leads to an increased positive student and staff relationships.

6. The college and career message is being well communicated to students in a systematic way.

7. The use of Google Chromebooks and interactive boards, as well as unlimited google drive space, is increasing the technology used on campus.

8. GPHS does a great job of maximizing instructional time including the use of after-school tutorials.

9. Faculty members have strong classroom management plans and like the usage of school, status to help with increased communications.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A lack of community involvement at GPHS. **Root Cause**: Barrier include a lack of communication, language, time and activities to

involve community members.

Problem Statement 2: There is low school spirit. **Root Cause**: Lack of community events to encourage participation in school wide events.

Problem Statement 3: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause**: Minimal oversight and a lack of teacher hall captains have added to this problem.

Problem Statement 4: Teachers at GPHS would like to improve climate. **Root Cause**: This is an ongoing campus activity that needs constant attention.

Problem Statement 5: Student and staff attendance is below the district goal. **Root Cause**: Despite the strong attendance data growth we need to focus on continuous improvement.

Perceptions

Perceptions Summary

Galena Park High School is a charming community school which houses approximately 150 faculty and staff members. The table below illustrates the staff responses to a portion of the campus climate survey they were asked to complete in March 2019. Approximately 89% of the staff members who completed the survey believe there common vision and mission at GPHS.

Perceptions Strengths

The Galena Park High School Perceptions committee met on February 15, 2019 and identified the following strengths in our area:

1. Student Attendance growth for the 2018-19 school year.

2. Campus Communication

3. Reduced student traffic in the hallways

4. Announcements are handled well. The end of the day announcements takes up minimal time.

5. Great videos from our CTE team.

6. We like flipped classrooms for faculty training.

7. There are very few extreme discipline issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause**: Introduction to campus are often one day events rather than longer term systems.

Problem Statement 2: There is a perception of campus inequity within the district. **Root Cause**: Competitive climate as opposed to a collaborative one.

Problem Statement 3: Teachers at GPHS would like to improve climate. **Root Cause**: This is an ongoing campus activity that needs constant attention.

Problem Statement 4: GPHS would like to improve parent participation in their child's education. **Root Cause**: There are several barriers (language, time) to increased participation.

Problem Statement 5: A lack of community involvement at GPHS. **Root Cause**: Barrier include a lack of communication, language, time and activities to involve community members.

Problem Statement 6: There is low school spirit. **Root Cause**: Lack of community events to encourage participation in school wide events.

Problem Statement 7: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause**: Minimal oversight and a lack of teacher hall captains have added to this problem.

Priority Problem Statements

Problem Statement 1: There is low school spirit.
Root Cause 1: Lack of community events to encourage participation in school wide events.
Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area.
Root Cause 2: Demographics of our community mean that few parents have had college exposure.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Not all students at GPHS are exposed to college and technical opportunities.
Root Cause 3: Students at GPHS are not exposed to life outside of their communities.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers are burdened by due dates and paper work requirements.
Root Cause 4: Conference periods only every other day.
Problem Statement 4 Areas: Demographics

Problem Statement 5: A lack of community involvement at GPHS.
Root Cause 5: Barrier include a lack of communication, language, time and activities to involve community members.
Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures.
Root Cause 6: Minimal oversight and a lack of teacher hall captains have added to this problem.
Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: Teachers at GPHS would like to improve climate.
Root Cause 7: This is an ongoing campus activity that needs constant attention.
Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Students are struggling when transitioning from other campuses to GPHS.
Root Cause 8: Introduction to campus are often one day events rather than longer term systems.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a perception of campus inequity within the district.
Root Cause 9: Competitive climate as opposed to a collaborative one.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: GPHS would like to improve parent participation in their child's education.
Root Cause 10: There are several barriers (language, time) to increased participation.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Student and staff attendance is below the district goal.
Root Cause 11: Despite the strong attendance data growth we need to focus on continuous improvement.
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Our students lack strategies for reading proficiency.

Root Cause 12: There are few opportunities outside of English class for students to engage in devoted reading.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: Our students lack strategies for writing proficiency.

Root Cause 13: Core teachers do not have the training to model writing strategies outside of English class.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: Student attendance is below the district goal.

Root Cause 14: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Problem Statement 14 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender 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
- School safety data
- Enrollment trends

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 18, 2019

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.

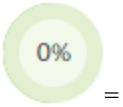
Evaluation Data Source(s) 1: CNA survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Campus administrators will produce a weekly newsletter for all employees.		Campus Principal	CNA survey data will result in most staff members agreeing that GPHS effectively communicates with stakeholders.	65%	75%	95%	100%
	Problem Statements: School Processes & Programs 4 - Perceptions 3 **Funding Sources**: 199 - Local - 0.00						
TEA Priorities Improve low-performing schools 2) Campus administrators will produce a monthly newsletter for the community that will be distributed via the blackboard connect app and social media channels.		Campus Principal	CNA survey data will result in most stakeholders agreeing that GPHS effectively communicates with stakeholders.	60%	80%	95%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 5 **Funding Sources**: 199 - Local - 0.00						
3) GPHS will utilize the Remind App to communicate with staff and the community.		Campus Administrators	Increased communication.		75%	80%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 4 - Perceptions 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Campus wide announcements will continue to be made at 6:54 and 2:30 to reduce impact on instructional time.		Campus principal	Minimal instructional time used for operational announcements.	20%	65%	90%	100%

= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.

School Processes & Programs
Problem Statement 1: A lack of community involvement at GPHS. **Root Cause 1**: Barrier include a lack of communication, language, time and activities to involve community members.
Problem Statement 4: Teachers at GPHS would like to improve climate. **Root Cause 4**: This is an ongoing campus activity that needs constant attention.

Perceptions
Problem Statement 3: Teachers at GPHS would like to improve climate. **Root Cause 3**: This is an ongoing campus activity that needs constant attention.
Problem Statement 5: A lack of community involvement at GPHS. **Root Cause 5**: Barrier include a lack of communication, language, time and activities to involve community members.

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 Source(s) 2: CNA survey

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) A/B honor roll will be posted each six weeks in the academic honor wall area. Students who are on the honor roll with receive a small prize each six weeks.		Associate Principal for C&I.	Positive Campus Climate.	20%	70%	85%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 6 **Funding Sources**: 199 - Local - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is low school spirit. **Root Cause 1**: Lack of community events to encourage participation in school wide events.

School Processes & Programs
Problem Statement 2: There is low school spirit. **Root Cause 2**: Lack of community events to encourage participation in school wide events.

Perceptions
Problem Statement 6: There is low school spirit. **Root Cause 6**: Lack of community events to encourage participation in school wide events.

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 Source(s) 3: Submission forms for evidence of drill completion.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Hold student assemblies within the first two weeks of school to teach all drill procedures.		Associate Principal of Operations.	Safe school.	100%	100%	100%	100%
	Problem Statements: Perceptions 1 **Funding Sources**: 199 - Local - 0.00						
2) Review all drill procedures with faculty and staff in August pre-service training.		Associate Principal of Operations.	Safe School	100%	100%	100%	100%
3) Hold all required monthly drills on time.		Associate Principal for Operations.	Safe School	20%	75%	85%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause 1**: Introduction to campus are often one day events rather than longer term systems.

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.

Evaluation Data Source(s) 4: Foundations surveys

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) GPHS will conduct 6 training's using Kogniti Mental Health Modules with all professional staff during their conference periods and after school.		Administrators and counselors	Increased awareness of students and staff social emotional needs.	15%	30%	65%	100%
	Problem Statements: School Processes & Programs 4 - Perceptions 1, 3						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Teachers at GPHS would like to improve climate. **Root Cause 4**: This is an ongoing campus activity that needs constant attention.

Perceptions
Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause 1**: Introduction to campus are often one day events rather than longer term systems.
Problem Statement 3: Teachers at GPHS would like to improve climate. **Root Cause 3**: This is an ongoing campus activity that needs constant attention.

Goal 2: GPHS will provide information and opportunities to assist students in preparing for college and careers.

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 Source(s) 1: The number of students accepted to colleges.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 1) Implement a counselor's corner program during all lunches to give students access to college information.		Lead counselor	Increase access to counselors for all students.	20%	55%	85%	100%
	Problem Statements: Demographics 3						
TEA Priorities Connect high school to career and college 2) GPHS will participate in and encourage all students to attend the district college fair.		Lead counselor	Increase participation by GPHS students in college night activities.	20%	100%	100%	100%
	Problem Statements: Demographics 2, 3						
TEA Priorities Connect high school to career and college 3) GPHS will host a FASFA/TAFSA night for all parents and students in the fall.		Lead counselor	Increased exposure to college admission rules.	10%	100%	100%	100%
	Problem Statements: Demographics 2, 3						
TEA Priorities Connect high school to career and college 4) GPHS will host 3 or more college campus visits in this school year.		Lead Counselor	Increased exposure to college admission rules.	15%	85%	95%	100%
	Problem Statements: Demographics 2, 3						
TEA Priorities Connect high school to career and college 5) The academic advisor will schedule classroom presentations to assist students in finding purpose and direction for the college admissions process.		Academic Advisor	Increased exposure to college admission rules.	15%	60%	90%	100%
	Problem Statements: Demographics 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 6) Continue to increase enrollment in dual credit courses for early exposure to college curriculum for GPHS students.		Principal	Increase numbers of successful students in Dual Credit.	25%	65%	80%	100%
	Problem Statements: Demographics 3						
TEA Priorities Connect high school to career and college 7) 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.		Counselors	Increased number of students meeting college readiness standards.	0%	65%	80%	→
	Problem Statements: Student Academic Achievement 1, 2						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.
Problem Statement 3: Not all students at GPHS are exposed to college and technical opportunities. **Root Cause 3**: Students at GPHS are not exposed to life outside of their communities.

Student Academic Achievement
Problem Statement 1: Our students lack strategies for reading proficiency. **Root Cause 1**: There are few opportunities outside of English class for students to engage in devoted reading.
Problem Statement 2: Our students lack strategies for writing proficiency. **Root Cause 2**: Core teachers do not have the training to model writing strategies outside of English class.

Goal 2: GPHS will provide information and opportunities to assist students in preparing for college and careers.

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

Evaluation Data Source(s) 2: CTE course numbers and certificates.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 1) GPHS will host a minimum of 2 CTE informational meetings to expose parents and students to course offering prior to registration.		CTE counselor	Increased CTE enrollment.	0%	0%	85%	100%
	Problem Statements: Demographics 2, 3						
TEA Priorities Connect high school to career and college 2) All 9th-grade students will meet with the CTE counselor and their grade level counselor to develop a personal high school endorsement plan.		CTE and 9th grade counselor; campus administrators	Increase in coherent sequences.	15%	30%	60%	100%
	Problem Statements: Demographics 2, 3						

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.
Problem Statement 3: Not all students at GPHS are exposed to college and technical opportunities. **Root Cause 3**: Students at GPHS are not exposed to life outside of their communities.

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

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

Evaluation Data Source(s) 1: T-TESS Evaluations, technology training, Kagan structure training, and presence in walkthrough data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Kagan Training will be held on August 15th, 2019. Teachers will receive the necessary resources to implement the structures that will allow for increased student engagement.		Campus Administrators	Increased percentages of FSGPT through power walk data.	100%	100%	100%	100%
	Problem Statements: Student Academic Achievement 1, 2						

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our students lack strategies for reading proficiency. **Root Cause 1**: There are few opportunities outside of English class for students to engage in devoted reading.
Problem Statement 2: Our students lack strategies for writing proficiency. **Root Cause 2**: Core teachers do not have the training to model writing strategies outside of English class.

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

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

Evaluation Data Source(s) 2: 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%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All students will continue Curriculum Based Assessments and District Assessments to monitor progress, drive instruction and implement interventions. All assessments will be tracked in Eduphoria for data analysis by teachers, specialist and administrators.	2.4	Dept. Chairs, TIS, Content Instructional Specialists	Data Reports from Eduphoria/Aware Lesson Plans Student Growth and Success	20%	50%	75%	
2) Provide Necessary training for state assessments	2.4	Campus Testing Coordinator (STAAR, TELPAS, STAAR ALT 2, TSIA, ACT)		0%	60%	85%	100%
3) Identify and provide support/targeted tutorials for bubble students within approaches, meets and masters based upon analysis of assessment data using quintile reports.		Content AP's Teachers Department Chairs Instructional Specialist	Increased Percentage of students meeting expectations	0%	60%	85%	100%
4) 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.		Content administrators, District Support Personnel	training logs and hand-outs	0%	50%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) GPHS will provide 1 spring planning day for all Core Subject areas		Principal, Content AP's, Campus Instructional Specialist, District Instructional Specialists	Number of students achieving meets/masters performance of EOC assessments	0%	25%	80%	
6) 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		Principal, Content AP, Campus Instructional Specialist, All Content Leaders, Teachers		20%	65%	95%	
7) 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.		Campus Administrators, Campus Instructional Specialists	Increase EOC passing rates	25%	55%	85%	
8) GPHS will train teachers on data analysis and incorporation of strategies to help students at risk (SPED, LEP) during "Lunch and Learn" sessions.		Campus Administrators, Campus Instructional Specialists.	Increase staff instructional capacity in data analysis of assessment data.	15%	75%	70%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
9) Provide tutorials for students identified based upon data analysis. Targeted tutorials will be based upon students who are bubble in approaches, meets, masters and SPED using quintile reports. Specifically focusing on Biology meets and masters, SPED in all areas and ELA student growth.		Campus Administrators, Campus Instructional Specialist, Teachers	Increase in students who at risk passing EOC.	0%	40%	70%	
10) 10) Teachers will calculate Domain 1 scores to determine which student groups can be targeted for tutorials or interventions using quintile reports. Domain score goals: ELA - 42% Math - 64% Science - 60% Social Studies - 72%				30%	45%	80%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

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

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

Evaluation Data Source(s) 3: Increased test scores, decrease in student participation in Individual Graduation Committee (IGC), use of Coaching model for instructional support.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Teachers will be provided with campus wide staff development to better understand how students graduation requirements will be impacted by EOC exams.		Content Administrators, District Support Personnel	Training sign in sheets handouts implementation of Strategies learned in the classroom	0%	100%	100%	100%
2) Teachers will be provided with content specific staff development regarding curriculum changes/revisions necessary to meet the end of course criteria.		Content Administrators, District Support Personnel	Training sign in sheets handouts GPISD Summer Academy Participation Kagan Training	100%	100%	100%	100%
3) GPHS will provide 1 day of planning for all Core subject areas with a focus on increasing rigor.		Principal Content AP's Campus Instructional Specialist District Instructional Specialist	Increase in the number of students achieving Meets grade level performance on the EOC assessments.	0%	25%	65%	
4) Provide guidance to teachers through the coaching cycle.		Administrators Campus Specialists	T-TESS Evaluation Performance	0%	25%	85%	100%
5) Provide scope and sequence, curriculum maps, appropriate resources by program directors and specialist to be utilized during content team planning		Specialist District program directors Administrators Team Leaders	Eduphoria lesson plans Power walks T-TESS data	15%	35%	80%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

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

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

Evaluation Data Source(s) 4: Sign-In sheets professional development, technology share fair participation rate and teacher feedback surveys.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide technology development training for the use of a variety of online instructional tools such as google classroom, Think Cerca, Kurzweil and Edgenuity		Technology Integration Specialist, Administrators	Survey Results	20%	50%	75%	100%
2) In class coaching for technology use in all areas		Technology Integration Specialist, Administrators	Lessons/Activities that integrate the use of technology.	20%	40%	70%	100%
3) Provide up-to-date technology resources for student/teacher use (i.e. Chromebook carts, additional labs, etc.)		Technology Integration Specialist, Administrators	Increase in use of technology resources. Activities/lessons that integrate technology.	0%	35%	70%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

Evaluation Data Source(s) 5: Participation in student organizations, data tracking of SPED students after ARD meetings, improvement of ESL student performance after student/parent conferences.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Organize an African American Student Organization to help support students struggling academically and social-emotionally in school.			Improve overall academic performance.	100%	100%	100%	100%
2) Have open discussions of At-risk/SPED students emotional struggles in annual ARD conferences.	2.6		Improve academic performance	0%	30%	85%	100%
3) 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			Improve ESL students' overall academic performance.	0%	25%	70%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

Performance Objective 6: GPHS will focus on increasing our CCMR score for the 2019-2020 school year.

Evaluation Data Source(s) 6: CCMR score increasing on our accountability report.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Administrators, counselors	Increase in CCMR for the 2019-2020 school year by tracking students who qualify for TSIA college readiness.	0%	40%	70%	100%
	Problem Statements: Demographics 3 - Student Academic Achievement 2						
2) 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.		counselors and administrators	Increase the number of students who qualify to take dual credit courses.	0%	40%	65%	100%
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 2						
3) Evaluating student transcripts to guide students to take a CTE coherent sequence specifically in a approved industry based certification		Counselors and administrators	Increase in the number of students taking a industry based certification	0%	55%	80%	100%
	Problem Statements: Demographics 3						

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Not all students at GPHS are exposed to college and technical opportunities. **Root Cause 3**: Students at GPHS are not exposed to life outside of their communities.

Student Academic Achievement
Problem Statement 1: Our students lack strategies for reading proficiency. **Root Cause 1**: There are few opportunities outside of English class for students to engage in devoted reading.

Student Academic Achievement
Problem Statement 2: Our students lack strategies for writing proficiency. **Root Cause 2**: Core teachers do not have the training to model writing strategies outside of English class.

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

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

Evaluation Data Source(s) 7: Increase in 10% of our students earning a industry based certification.

Summative Evaluation 7:

Goal 3: GPHS will ensure student growth in the test 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 Source(s) 8: Increase in students passing TSIA in math and reading.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) TSIA and pre-TSIA testing for 9th, 10th, 11th and 12th grade students is scheduled for the 2019-2020 school year.		Associate Principal and counselors	Increase in the number of students college ready through TSIA.	20%	35%	80%	100%
	Problem Statements: Student Academic Achievement 1, 2						

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

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our students lack strategies for reading proficiency. **Root Cause 1**: There are few opportunities outside of English class for students to engage in devoted reading.
Problem Statement 2: Our students lack strategies for writing proficiency. **Root Cause 2**: Core teachers do not have the training to model writing strategies outside of English class.

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 Source(s) 1: UIL results, VASE results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) GPHS fine arts teachers will continue the tradition of vertical alignment with our feeder schools to ensure campus participation levels remain steady or increase.		Fine Arts Department Chair	Increase in fine arts numbers	0%	25%	70%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 6						
2) GPHS fine arts teachers will continue to participate in UIL events such as one-act play, choir and band contests, scholastic vase, etc.		Fine Arts Department Chair	Participation in stated events.	0%	30%	70%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 6						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is low school spirit. **Root Cause 1**: Lack of community events to encourage participation in school wide events.

School Processes & Programs
Problem Statement 2: There is low school spirit. **Root Cause 2**: Lack of community events to encourage participation in school wide events.

Perceptions
Problem Statement 6: There is low school spirit. **Root Cause 6**: Lack of community events to encourage participation in school wide events.

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 Source(s) 2: Club and organization member lists.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Campus administrators	Increase in club/organization membership.	100%	100%	100%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 6						
2) Campus clubs and organizations will host recruitment tables in the cafeteria for interested students on a rotating schedule.		Associate Principal for Operations	Student participation in campus organizations.	0%	45%	55%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 6						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is low school spirit. **Root Cause 1**: Lack of community events to encourage participation in school wide events.

School Processes & Programs
Problem Statement 2: There is low school spirit. **Root Cause 2**: Lack of community events to encourage participation in school wide events.

Perceptions
Problem Statement 6: There is low school spirit. **Root Cause 6**: Lack of community events to encourage participation in school wide events.

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 Source(s) 3: Increase in spectators

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Campus principal	Wall of honor.	0%	25%	75%	100%
	Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 5, 6						
2) 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.		Associate Principal of Operations	Increased community involvement.	20%	100%	100%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 5						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is low school spirit. **Root Cause 1**: Lack of community events to encourage participation in school wide events.

School Processes & Programs
Problem Statement 1: A lack of community involvement at GPHS. **Root Cause 1**: Barrier include a lack of communication, language, time and activities to involve community members.
Problem Statement 2: There is low school spirit. **Root Cause 2**: Lack of community events to encourage participation in school wide events.

Perceptions
Problem Statement 5: A lack of community involvement at GPHS. **Root Cause 5**: Barrier include a lack of communication, language, time and activities to involve community members.

Perceptions

Problem Statement 6: There is low school spirit. **Root Cause 6**: Lack of community events to encourage participation in school wide events.

Goal 5: GPHS will have a 97% or higher staff attendance rate.

Performance Objective 1: Staff attendance will meet the district goal of 97%

Evaluation Data Source(s) 1: Weekly faculty attendance report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Track daily staff attendance to determine if we are meeting our campus goal.		Administrators	Increased staff attendance.	15%	45%	70%	100%
	Problem Statements: School Processes & Programs 5						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Student and staff attendance is below the district goal. **Root Cause 5**: Despite the strong attendance data growth we need to focus on continuous improvement.

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 Source(s) 1: Parent Survey's

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) Host Yellow Jacket Roll Call the Saturday before school starts.		Campus administrators	Increased parent participation.	100%	100%	100%	100%
	Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2 - Perceptions 5, 6						
TEA Priorities Improve low-performing schools 2) Host an Open House Event in September for parents to meet their students' teachers.		Campus Administrators	Increased parental awareness.	25%	100%	100%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1, 5						
3) 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.		Campus administration.	Increased parental awareness.	30%	65%	70%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 5						
4) 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.		Parental involvement coordinator.		0%	50%	85%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 5						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is low school spirit. **Root Cause 1**: Lack of community events to encourage participation in school wide events.

Demographics

Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.

School Processes & Programs

Problem Statement 1: A lack of community involvement at GPHS. **Root Cause 1**: Barrier include a lack of communication, language, time and activities to involve community members.

Problem Statement 2: There is low school spirit. **Root Cause 2**: Lack of community events to encourage participation in school wide events.

Perceptions

Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause 1**: Introduction to campus are often one day events rather than longer term systems.

Problem Statement 5: A lack of community involvement at GPHS. **Root Cause 5**: Barrier include a lack of communication, language, time and activities to involve community members.

Problem Statement 6: There is low school spirit. **Root Cause 6**: Lack of community events to encourage participation in school wide events.

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 Source(s) 1: Staff Eduphoria survey data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Kagan Day One Training will be provided to all educational staff in August 2019.		Principal	Increase teacher efficacy and student engagement.	100%	100%	100%	100%
	Problem Statements: Demographics 4						
TEA Priorities Recruit, support, retain teachers and principals 2) 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.		Campus administration	Increased planning efficiency.	35%	70%	85%	100%
	Problem Statements: Demographics 4						
3) 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.)		Campus administrators and instructional specialist.	Effective lessons to increase EOC scores.	0%	60%	90%	100%
	Problem Statements: Demographics 4						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Teachers are burdened by due dates and paper work requirements. **Root Cause 4**: Conference periods only every other day.

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 Source(s) 2: Teacher evaluation data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Attend job fairs		Campus Administrators	High quality staff at GPHS.	0%	50%	50%	100%
TEA Priorities Recruit, support, retain teachers and principals 2) Teacher Appreciation Events throughout the school year. One event will be planned every six weeks depending on staff needs.		Campus Administration	Improved Morale	0%	60%	85%	100%
	Problem Statements: Demographics 4						

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Teachers are burdened by due dates and paper work requirements. **Root Cause 4**: Conference periods only every other day.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Customer service training for all staff to increase parent and community satisfaction based upon our parent survey.		Administrators	Increase in the parent and community satisfaction	50%	65%	85%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 5						

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: A lack of community involvement at GPHS. **Root Cause 1**: Barrier include a lack of communication, language, time and activities to involve community members.

Perceptions
Problem Statement 5: A lack of community involvement at GPHS. **Root Cause 5**: Barrier include a lack of communication, language, time and activities to involve community members.

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Mike McNeil will create QR code	More student buy into the AI plan.	20%	100%	100%	100%
	Problem Statements: School Processes & Programs 5 **Funding Sources**: 199 - Local - 100.00						
2) Utilize our VOCA worker to meet with top 20 absent students (school status). These students will be placed on week-to-week contracts.		Senior AP Joseph Garza - VOCA		10%	70%	85%	100%
	Problem Statements: Demographics 5						
3) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors		20%	50%	100%	100%
	Problem Statements: Demographics 5						
4) Students who got off an attendance contract from the 1st to 2nd six weeks will be awarded gift cards. (10 students x $10.)		Juan C. Ramirez, Associate for SS	Last year, five students were awarded gift cards. We would like to double that number this year.	25%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Students who accumulated four or more absences in any one class during the Spring Semester 2019 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law. At the end of 1st six weeks improvement contracts will be issued.		Attendance Committee		15%	50%	100%	100%
	Problem Statements: Demographics 5						
6) 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.		Administrator		30%	50%	100%	100%
	Problem Statements: Demographics 5						
7) 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.		Administrators	Rewarding our students who are already intrinsically motivated.	20%	50%	100%	100%
	Funding Sources: 199 - Local - 250.00						
8) 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.		Counselors		30%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 250.00						
9) Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria.		Alexandra Desantiago	Creating grade level awareness of our ADA.	30%	45%	100%	100%
	Problem Statements: Demographics 5						
10) 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.		Associate for SS	Incentives for attendance.	20%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
11) Tardies - Students are often so late to class that it turns into an absence. 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).		Administrators		25%	50%	100%	100%
	Problem Statements: Perceptions 1						
12) 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.		Administrators Administrators, Counselors and Paraprofessionals		30%	60%	100%	100%
	Problem Statements: School Processes & Programs 3 - Perceptions 7						
13) Top 30 students with Chronic Absenteeism Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have Officer Doyal check on chronically absent/truant students. Strategy 1B Meet with students and place them on an Attendance Success Plan Strategy 1C Purchasing prizes and having drawings for the days each of these 30 students attend school.		1A Kim Martin 1B Social Worker or CIS 1C Patty Cabello		20%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 400.00						
14) Identify Student Parents on our Campus and track to make sure they are only using the Pep Center when attending school. Ensuring absent notes are submitted if they were home with an ill child.		Desantiago and Pep Center Teacher, Ms. Tyner		25%	50%	100%	100%
	Problem Statements: Demographics 5						
15) Host a Parent Education Night for teen parents to ensure they understand attendance rules and procedures.		Diane Sharp, Carmen Guereque and Evangelina Ojeda		20%	50%	100%	100%
	Problem Statements: Demographics 5 - Perceptions 4 **Funding Sources**: 199 - Local - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
16) Use upper class men students that have turned attendance around in a positive direction to make a video through AV classes.		Juan Ramirez Andree Torres		20%	55%	100%	100%
	Problem Statements: Demographics 5						
17) Host Lunch&Learn, Mini College Fair, and/or Goal Workshop for chronically absent students and their parents.		Sarah Castillo Counselors Brandi Couch		20%	45%	100%	100%
	Problem Statements: Demographics 2, 5 **Funding Sources**: 199 - Local - 150.00						
18) Attendance Cook out will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.		Associate for Student Services Grade Level AP's		35%	70%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1000.00						
19) 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.		Erika Gonzalez; Tina Brasher	Placed here because advertising has started the 2nd 6 weeks.	15%	50%	100%	100%
	Funding Sources: 199 - Local - 0.00						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.
Problem Statement 5: Student attendance is below the district goal. **Root Cause 5**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

School Processes & Programs
Problem Statement 3: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause 3**: Minimal oversight and a lack of teacher hall captains have added to this problem.

School Processes & Programs

Problem Statement 5: Student and staff attendance is below the district goal. **Root Cause 5**: Despite the strong attendance data growth we need to focus on continuous improvement.

Perceptions

Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause 1**: Introduction to campus are often one day events rather than longer term systems.

Problem Statement 4: GPHS would like to improve parent participation in their child's education. **Root Cause 4**: There are several barriers (language, time) to increased participation.

Problem Statement 7: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause 7**: Minimal oversight and a lack of teacher hall captains have added to this problem.

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2:

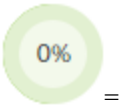
Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Erika Gonzalez; Tina Brasher	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.	15%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1500.00						
2) Utilize our VOCA worker to meet with top 20 absent students (school status) from the 2nd six weeks. These students will be placed on week-to-week contracts.		Erika Gonzalez Joseph Garza - VOCA	Mr. Joseph Garza has been working closely with our highest priority students. He always follows the home visits or referrals with a follow up summary, all while respecting confidentiality.	10%	40%	100%	100%
	Problem Statements: Demographics 5						
3) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors	Weekly and sometimes even daily huddles happening to address some of higher issues with truancy.	20%	40%	100%	100%
	Problem Statements: Demographics 5						
4) Students who got off an attendance contract from the 2nd six weeks to the 3rd six weeks will be awarded gift cards		Juan C. Ramirez, Associate for SS	Improved attendance	25%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 150.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Students who lost credit for Spring 2019 and were denied credit in the course for failure to meet the 90% Compulsory Attendance Law will be tracked for improvement. At the end of 2nd six weeks improvement contracts will be issued.		Attendance Committee		15%	50%	100%	100%
	Problem Statements: Demographics 5						
6) 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.		Administrator		30%	50%	100%	100%
	Problem Statements: Demographics 5						
7) 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.		Administrators	Incentives for our students to have better attendance and keep it up.	20%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 250.00						
8) 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.		Counselors		30%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 250.00						
9) Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria.		Alexandra Desantiago	Creating grade level awareness of our ADA.	30%	45%	100%	100%
	Problem Statements: Demographics 5						
10) 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.		Associate for SS	Incentives for attendance.	20%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
11) Tardies - 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).		Administrators		25%	50%	100%	100%
	Problem Statements: Demographics 5 - Perceptions 1						
12) Tardies - 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.		Administrators Administrators, Counselors and Paraprofessionals		30%	60%	100%	100%
	Problem Statements: Demographics 5						
13) Top 30 students with Chronic Absenteeism will identified using school status. Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have Officer Doyal check on chronically absent/truant students. Strategy 1B Meet with students and place them on an Attendance Success Plan Strategy 1C Purchasing prizes and having drawings for this group of students based on daily attendance.		1A Kim Martin 1B Social Worker or CIS 1C Patty Cabello		20%	50%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 400.00						
14) Host Lunch&Learn, Mini College Fair, and/or Goal Workshop for chronically tardy students and their parents.		Sarah Castillo Counselors Brandi Couch		20%	50%	100%	100%
	Problem Statements: Demographics 2, 5 **Funding Sources**: 199 - Local - 150.00						
15) Attendance Cook out will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.		Associate for Student Services Grade Level AP's	2nd Six Weeks Cook out was held on November 8th and hosted the 9th graders for their best grade level ADA.	35%	70%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area. **Root Cause 2**: Demographics of our community mean that few parents have had college exposure.
Problem Statement 5: Student attendance is below the district goal. **Root Cause 5**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Perceptions
Problem Statement 1: Students are struggling when transitioning from other campuses to GPHS. **Root Cause 1**: Introduction to campus are often one day events rather than longer term systems.

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3:

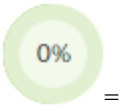
Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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.		Erika Gonzalez; Associate Principal for Student Services; Tina Brasher		15%	70%	95%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1500.00						
2) Utilize our VOCA worker to meet with top 20 absent students (school status). These students will be placed on week-to-week contracts.		Erika Gonzalez Joseph Garza - VOCA		10%	55%	90%	100%
	Problem Statements: Demographics 5						
3) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors		20%	55%	90%	100%
	Problem Statements: Demographics 5						
4) Students who lost credit for the Fall 2019 semester will be placed on attendance contracts. Parent meetings will be held for all of these students.		Juan C. Ramirez, Associate for SS		25%	60%	100%	100%
	Problem Statements: Demographics 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) 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.		Administrator		30%	65%	95%	100%
	Problem Statements: Demographics 5						
6) 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.		Administrators	Rewarding our students who are already intrinsically motivated.	20%	75%	90%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 500.00						
7) 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.		Associate for SS	Incentives for attendance.	20%	70%	90%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 200.00						
8) Tardies - 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).		Administrators		25%	70%	90%	100%
	Problem Statements: Demographics 5						
9) Tardies - Students are often so late to class that it turns into an absence. 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.		Administrators Administrators, Counselors and Paraprofessionals		30%	70%	90%	100%
	Problem Statements: Demographics 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
10) Top 30 students with Chronic Absenteeism Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have Officer Doyal check on chronically absent/truant students. Strategy 1B Meet with students and place them on an Attendance Success Plan Strategy 1C Purchasing prizes and having drawings for chronically absent students who attend daily.		1A Kim Martin 1B Social Worker or CIS 1C Patty Cabello		20%	70%	90%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 400.00						
11) Attendance Cook out will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.		Associate for Student Services Grade Level AP's		35%	70%	90%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1000.00						
12) 9) Attendance Initiative Drive the week of 2/18/20 thru 2/21/20. Students will be encouraged to attend the last week of the 4SW and drive our average to 95.70% or above. Tuesday 2/18/20.....Ice Cream Wednesday 2/19/20.....Cookie Thursday 2/20/20.....Chips Friday 2/21/20.....Slushie 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.		Juan C. Ramirez	Drive our average to a minimum of 95.70% or above and meet our 4SW goal.	0%	0%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Student attendance is below the district goal. **Root Cause 5**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors		25%	70%	100%	100%
	Problem Statements: Demographics 5						
2) 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.		Administrator		30%	70%	100%	100%
	Problem Statements: Demographics 5						
3) 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.		Administrators	Incentives for our students to have better attendance and keep it up.	20%	70%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 250.00						
4) Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria.		Alexandra Desantiago	Creating grade level awareness of our ADA.	30%	70%	100%	100%
	Problem Statements: Demographics 5						
5) Tardies - 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).		Administrators		25%	70%	100%	
	Problem Statements: Demographics 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Tardies - 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.		Administrators Administrators, Counselors and Paraprofessionals		30%	70%	100%	100%
	Problem Statements: Demographics 5						
7) Top 30 students with Chronic Absenteeism Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have Officer Doyal check on chronically absent/truant students. Strategy 1B Meet with students and place them on an Attendance Success Plan Strategy 1C Purchasing prizes and having drawings		1A Kim Martin 1B Social Worker or CIS 1C Patty Cabello		20%	70%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 200.00						
8) Attendance Cook out will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.		Associate for Student Services Grade Level AP's		35%	70%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1000.00						

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Student attendance is below the district goal. **Root Cause 5**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 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>T>A>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!		Administrators and Counselors		25%	85%	100%	100%
	Problem Statements: Demographics 5						
2) Utilize our VOCA worker to meet with top 20 absent students (school status). These students will be placed on week-to-week contracts.		Erika Gonzalez Joseph Garza - VOCA		10%	85%	100%	100%
	Problem Statements: Demographics 5						
3) PS # 1: Students at GPHS previously lost credit due to absences Strategy 4 During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors		20%	85%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Students who are close to losing credit due to accumulating four or more absences in any one class during the Spring Semester will be given the opportunity to improve attendance this six weeks prior to being denied credit in the course for failure to meet the 90% Compulsory Attendance Law.		Attendance Committee		15%	85%	100%	100%
	Problem Statements: Demographics 5						
5) Daily gift card drawing for 3 students per day each Monday and Friday due to attendance trends the last six weeks.		Administrators		20%	85%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 500.00						
6) Student Attendance will be tracked and posted daily using an interactive bar graph displayed outside the Main Cafeteria.		Alexandra Desantiago	Creating grade level awareness of our ADA.	30%	85%	100%	100%
	Problem Statements: Demographics 5						
7) Tardies - 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).		Administrators		25%	85%	100%	100%
	Problem Statements: Demographics 5						
8) Attendance Cook out will be done the Monday after Prom to encourage senior attendance on this typically low preforming attendance day for seniors.		Associate for Student Services Grade Level AP's		35%	85%	100%	100%
	Problem Statements: Demographics 5 **Funding Sources**: 199 - Local - 1000.00						

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: Student attendance is below the district goal. **Root Cause 5**: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

Goal 9: GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

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 Source(s) 6: Raa Wee tracking.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) 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.		Campus Administration	Increased attendance.	25%	90%	100%	100%
	Problem Statements: School Processes & Programs 5 - Perceptions 4						
2) 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 Fall 2019-2020 Semester.		Associate principal of operations.	Improved attendance.	20%	90%	100%	100%
	Problem Statements: School Processes & Programs 5						
3) During Weekly Huddles between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Campus leadership team. Campus administrators.	Increased student attendance.	30%	90%	100%	100%
	Problem Statements: School Processes & Programs 3 - Perceptions 7						
4) At the end of the 1st six weeks, attendance contracts will be created to improve 2nd and 3rd six weeks.		Campus administrators.	Improved attendance.	25%	90%	100%	100%
	Problem Statements: School Processes & Programs 5						
5) 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.		Campus administrators	Improved attendance	25%	90%	100%	100%
	Problem Statements: School Processes & Programs 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) 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.		Truancy Clerk	Improved attendance	25%	90%	100%	100%
	Problem Statements: School Processes & Programs 5						
7) 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. If a Senior accumulates 8 or more absences in the Fall Semester they will lose the privilege to attend the Prom. If they accumulate 8 or more in the Spring Semester, they will lose the privilege to walk at graduation.		Associate Principal for Operations	Improved attendance.	30%	90%	100%	100%
	Problem Statements: School Processes & Programs 5						
8) 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.		Grade level AP and Counselor	Increased attendance.	30%	90%	100%	100%
	Problem Statements: School Processes & Programs 5 - Perceptions 4						

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause 3**: Minimal oversight and a lack of teacher hall captains have added to this problem.
Problem Statement 5: Student and staff attendance is below the district goal. **Root Cause 5**: Despite the strong attendance data growth we need to focus on continuous improvement.

Perceptions
Problem Statement 4: GPHS would like to improve parent participation in their child's education. **Root Cause 4**: There are several barriers (language, time) to increased participation.
Problem Statement 7: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. **Root Cause 7**: Minimal oversight and a lack of teacher hall captains have added to this problem.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	3	1	Teachers will be provided with campus wide staff development to better understand how students graduation requirements will be impacted by EOC exams.

State Compensatory

Budget for Galena Park High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6118.00CA.002.30.164.000	6118 Extra Duty Stipend - Locally Defined	$10,000.00
	6100 Subtotal:	**$10,000.00**
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
	6300 Subtotal:	**$18,784.00**

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. 15th and the needs assessment was accepted at the May 12th CPAC meeting. The top 3 focus areas will be:

1. SEL instructions

2. Community involvement

3. College and Career Readiness

	GPHS Campus Improvement Plan Committees							
#	Community School	Foundations - Discipline	Faculty & Staff Collaboration	Attendance	Campus traditions & support	Communications	Celebrations	Campus Leadership
NCLB - Req	Family and Community Involvement	School Organization	Staff Quality &Technology	Demographics	School Culture and Climate	Recruitment, Retention	Achievement	Curriculum, Instruction, Assessment
1	Brandi Couch	Jason Woodall	Michael McNeil	Sean LaBua	Lisa Robinette	Erika Fickessen	Erika Gonzalez	Danielle Harney
2	Ryan Clay	John McCracken	Anastasia Fress	Jim Ornelas	Patsy Stanfield	Krystle Breden	Lisa Hamblen	Jolandria Johnson
3	Carmen Guereque	Deborah Eaton	Gwen Richardson	Stacy Costley	Cheree Billett	Paul W. Johnson	Robin Murray	Amy Murphy
4	Edgar Mendoza	Mary Kellner	Robert Derr	Gloria Sisneros	Brittany Dilworth	David Morris	Catherine Swanson	Kasey Turner

	GPHS Campus Improvement Plan Committees							
5	Vanessa Delgado	Kayla Daugherty	Olga Cazares	Valoris Halling	Antonio Hurtado	Andree Torres	Robert Garcia	Antonio Avalos
6	Kyle Gardea	Pedro Molinas	Amy Calzoncin	Pat Kasprzak	Wesley Frey	Don Morris	Maria Barraza	Ted Conway
7	Evangelina Ojeda	Stephanie Ontiveros	Demina Nickerson	Angelica Cruz	Diana Diaz	Stacy Neal	Seir Ortega	Ted Mahoney
8	Cynthia Tenaglio	Stephanie Winzer	Gregory Hendrix	Brittani Simon	Amy Harris	Alex Suchman	Ila Prasad	Dorothy Stephens
9	Ambereen Khan	Sam Houston	Elena Casingal	Sheala Summers	Daniel Ponce	Vasso Espinosa	Charles Foster	Angie Crew
10	David Klak	Kasey Turner	Chris Towery	Roberto Torres	Enrique Barrera	Nadia Fatima	Alejandra Cruz	Shameel Ali
11	Sarah Tao	James Turrubiartes	George Young	Marcos Rodriguez	Chad Monk	Daphne Jacobs	Ana Reyes	Brady Fish
12	Beverly Conner	Angie Crew	Ed Zaremba	Juan C. Ramirez	Mike Creed	David Lombardi	Aaron D. Washington	Byron Logan
13	Melissa Salinas	Dorothy Stephens	Landis Garcia	Diane Sharp	Vanessa Boyce	Demetria McNeil	Ivy Prince	Lisa Ramirez
14	Erika Gonzalez	Richard Urbano	Chris Castillo	John Thomas	Marcus McGraw	Miguel Ramirez	Elissa Richey	Tymagic Robinson
15	Lemond Mitchell	Noe Pena	Brittaney Norflis		Casey Fountain	Vanessa Simpson		Heather Szostek
16	Kendra Walker	Juan C. Ramirez	Kaleb Schumann		Kresha Lane	Terry Wemhoff		Britni Wilson
17		Gerardo Torres	Noe Vela		Casey Watson			
18		Carla Wimdfont	Youri Yenga					

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.

Name	Email	Role
Patricia Cabello	pcabello@galenaparkisd.com	Paraprofessional
John Mccraken	jmccraken@galenaparkisd.com	Classroom Teacher
Kasey Turner	kturner@galenaparkisd.com	Classroom Teacher
Paul Johnson	pjohnson2@galenaparkisd.com	Classroom Teacher

Name	Email	Role
Deborah Eaton	deaton@galenaparkisd.com	Classroom Teacher
Lydia Baggett	lbaggett@galenaparkisd.com	Classroom Teacher
Jason Woodall	jwoodall@galenaparkisd.com	Classroom Teacher
Gwen Richardson	grichardson@galenaparkisd.com	Classroom Teacher
Enrique Barrera	enbarrera@galenaparkisd.com	Classroom Teacher
Sandy Mathews	smathews@galenaparkisd.com	District-level Professional
Lisa Robinette	lrobinette@galenaparkisd.com	Non-classroom Professional
Kimberly Martin	kmartin@galenaparkisd.com	Administrator
Sarah Castillo	scastillo@galenaparkisd.com	Administrator
Elissa Richey	erichey@galenaparkisd.com	Classroom Teacher

2.2: Regular monitoring and revision

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

Sept. 5, 2019

Dec. 5th, 2019

Feb. 14th, 2020

May cancelled due to COVID 19

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. 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.

Evangelina Ojeda 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 on 9/23/2019. In addition, it is available 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 9/23/2019 - 5:30 PM

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 on 9/17/19 at 7 am.

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.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Paraprofessional	Patricia Cabello	paraprofessional
Classroom Teacher	John Mccraken	
Classroom Teacher	Kasey Turner	
Classroom Teacher	Paul Johnson	
Classroom Teacher	Deborah Eaton	
Classroom Teacher	Lydia Baggett	
Classroom Teacher	Jason Woodall	
Classroom Teacher	Gwen Richardson	
Classroom Teacher	Enrique Barrera	
District-level Professional	Sandy Mathews	
Non-classroom Professional	Lisa Robinette	
Administrator	Kimberly Martin	
Administrator	Sarah Castillo	
Classroom Teacher	Elissa Richey	

Demographics

Committee Role	Name	Position
Classroom Teacher	John McCraken	Team Leader
Classroom Teacher	Paul Johnson	
Classroom Teacher	Robert Derr	
Classroom Teacher	Olga Cazares	
Classroom Teacher	Ed Zaremba	
Classroom Teacher	Valoris Halling	
Classroom Teacher	Ted Conway	
Classroom Teacher	Pat Kasprzak	
Classroom Teacher	Aaron Washington	
Classroom Teacher	Chad Monk	
Classroom Teacher	John Gardea	
Classroom Teacher	Alexander Suchman	
Classroom Teacher	Deborah Eaton	
Classroom Teacher	Elke Santoso	
Administrator	Brian Keil	
Classroom Teacher	Gloria Sisneros	
Classroom Teacher	Catherine Swanson	
Classroom Teacher	Nadia Fatima	
Classroom Teacher	Gwen Richardson	
Classroom Teacher	Edgar Mendoza	
Classroom Teacher	Lisa Ramirez	
Classroom Teacher	Jeff King	

Committee Role	Name	Position
Classroom Teacher	George Young	
Classroom Teacher	Daphne Jacobs	
Classroom Teacher	Ty Robinson	
Classroom Teacher	Ryan Clay	
Classroom Teacher	Tamara Valencia	
Classroom Teacher	Landis Garcia	
Classroom Teacher	Elissa Richey	
Classroom Teacher	Lester Charles	
Classroom Teacher	Miguel Ramirez	
Classroom Teacher	Chris Towrey	

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Cynthia Tenaglio	
Administrator	Antonio Avalos	
Administrator	Krystle Breden	
Non-classroom Professional	Danielle Harney	
Classroom Teacher	Brandi Couch	
Classroom Teacher	Shameel Ali	
Classroom Teacher	David Norris	
Classroom Teacher	Ted Mahoney	
Classroom Teacher	Beverly Conner	
Classroom Teacher	Erika Gonzalez	
Classroom Teacher	Kurt Bouillion	
Classroom Teacher	Evangelina Ojeda	
Non-classroom Professional	Erin Bromley	
Classroom Teacher	Angie Crew	
Classroom Teacher	Ivy Prince	
Classroom Teacher	Jennifer Phillips	
Classroom Teacher	Henry Garcia	
Classroom Teacher	Core Flores	
Classroom Teacher	Enrique Barrera	
Classroom Teacher	Alejandra Cruz	
Classroom Teacher	Brady Fish	
Classroom Teacher	Robert Garcia	

Committee Role	Name	Position
Classroom Teacher	Jordan Harris	
Classroom Teacher	Micheal Kelly	
Classroom Teacher	David Klak	
Classroom Teacher	Byron Logan	
Classroom Teacher	Marshall Loyd	
Classroom Teacher	Justin McNeese	
Classroom Teacher	Stacey Neal	
Classroom Teacher	Ngiep Nguyen	
Classroom Teacher	Kristen Roulet	
Classroom Teacher	Rosiette Williams	

Process & Procedures

Committee Role	Name	Position
Classroom Teacher	Jason Woodall	Team Leader
Administrator	Chris Castillo	
Classroom Teacher	Mary Kellner	
Classroom Teacher	Pedro Molinas	
Classroom Teacher	Stephanie Ontiveros	
Classroom Teacher	Kayla Daugherty	
Classroom Teacher	Sean Labua	
Classroom Teacher	Andree Torres	
Administrator	Juan Ramirez	
Non-classroom Professional	Veronica Miles	
Classroom Teacher	Daniel Ponce	
Classroom Teacher	Vancessa Boyce	
Classroom Teacher	Alyza Vasquez	
Classroom Teacher	Ronnie Jones	
Classroom Teacher	Gregory Hendrix	
Classroom Teacher	Amy Murphy	
Classroom Teacher	Dorothy Stephens	
Classroom Teacher	James Turrubiates	
Classroom Teacher	Lydia Baggett	
Classroom Teacher	Casey Fountain	
Classroom Teacher	Sam Houston	
Non-classroom Professional	Ambreya Ousley	

Committee Role	Name	Position
Classroom Teacher	Noe Pena	
Non-classroom Professional	Stacey Costley	
Classroom Teacher	Sheala Summers	
Classroom Teacher	Noe Vela	
Classroom Teacher	Marie Martinez	
Classroom Teacher	John Thomas	
Classroom Teacher	Marcos Rodriguez	
Classroom Teacher	Roberto Torres	
Classroom Teacher	Brittany Norflis	
Classroom Teacher	Heather Szostek	
Classroom Teacher	Youri Yenga	

Perceptions

Committee Role	Name	Position
Non-classroom Professional	Lisa Robinette	
Administrator	Lemond Mitchell	
Administrator	Kresha Lane	
Classroom Teacher	Melanie Hinds	
Non-classroom Professional	Mike McNeil	
Classroom Teacher	Robin Murray	
Classroom Teacher	Ambereen Khan	
Classroom Teacher	Ila Prasad	
Classroom Teacher	Seir Ortega	
Classroom Teacher	Britni Wilson	
Classroom Teacher	Mike Creed	
Classroom Teacher	Richard Urbano	
Classroom Teacher	Anastasia Fress	
Classroom Teacher	Don Morris	
Classroom Teacher	Antonio Hurtado	
Classroom Teacher	Demina Nickerson	
Classroom Teacher	Jolandria Johnson	
Classroom Teacher	Elena Casingal	
Classroom Teacher	Cheree Billett	
Classroom Teacher	Brittany Dilworth	
Classroom Teacher	Maria Barraza	
Classroom Teacher	Charles Foster	

Committee Role	Name	Position
Classroom Teacher	Wesley Frey	
Classroom Teacher	Amy Harris	
Classroom Teacher	Diana Diaz	
Classroom Teacher	Kasey Turner	
Classroom Teacher	Jacci Neal	
Classroom Teacher	Joe Bridges	
Classroom Teacher	Marlin Hardy	
Classroom Teacher	Ricky Jacobs	
Classroom Teacher	Ana Reyes	
Classroom Teacher	Kendra Walker	

Campus Funding Summary

199 - Attendance Incentive Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,659.00
				+/- Difference	$1,659.00
				Grand Total	$0.00