

Greenville Independent School District

Greenville High School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 19, 2024

Mission Statement

GHS: The mission of Greenville High School is to provide exemplary education to a diverse group of students through leadership, excellence in teaching, and student participation with the support and involvement of the home and community.

District: Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

We educate today...you succeed tomorrow!

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will*

develop an attractive and competitive career package that will establish GISD as a preferred employer.

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenville High School is a 9-12 campus that serves a diverse student populations. Currently, the campus serves 1,523 students which represents an increase of 13 students from 2023-2024 school year. With growth over time the campus demographics have shifted slightly.

The number of emergent bilingual students has increased over the past couple of years. GHS added English for Speakers of Other Languages I and II as well as English Language Development to help better serve our emergent bilingual students.

Ethnicity		
Hispanic-Latino	817	53.64%
American Indian - Alaskan Native	4	0.26%
Asian	14	0.92%
Black - African American	217	14.25%
Native Hawaiian - Pacific Islander	4	0.26%
White	395	25.94%
Two-or-More	72	4.73%

Our students are also served through a variety of programs including Dyslexia, Gifted and Talented, 504 and Special Education.

Student Programs	Count	Percent
Dyslexia	115	7.55%
Gifted and Talented	146	9.59%
Regional Day School Program for the Deaf	0	0.00%
Section 504	178	11.69%
Special Education (SPED)	166	10.90%

78.99% of students are identified as economically disadvantaged.

Demographics Strengths

GHS believes in educating the whole child and offering a wide variety of programs for students to be involved in. Opportunities for students include:

- Early College High School with associate's degree
- Athletics (Volleyball, Football, Basketball, Track, Cross Country, Baseball, Softball, Tennis, Golf, Soccer, Power Lifting)
- Robotics (VEX and FRC)
- NJROTC
- Dual Credit Classes
- Robust CTE Offerings
- ACE After School Program

Our CTE programs continue to expand opportunities to earn industry based certifications (IBCs) to help prepare our students for life after high school. We continue to work hard to develop relationships with local business and industry partners to help prepare our students as well. We are College, Career, and Military Ready (CCMR) focused.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 65% of special education students did not achieve "Approaches" in English I and 76% of special education in English II did not achieve "Approaches". **Root Cause:** Personnel shortages caused many SPED students to not get all of the support they needed to be successful.

Problem Statement 2: 67% of Emergent Bilingual Students did not achieve "Approaches" in English I. **Root Cause:** Personnel shortages caused many EB students to not get all of the support they needed to be successful.

Student Achievement

Student Achievement Summary

Greenville High School is projected to receive a "C" rating from the Texas Education Agency for the 2023-2024 school year. We believe that we can do better and are striving for a "B" or better for the 2024-2025 school year.

Students outperformed prior year EOC scores or stayed the same in 4 of 5 subject areas. Algebra 1 students made encouraging progress with a 14% increase in student performance on the Algebra 1 EOC. Greenville High school students earned an overall CCRM rating of "C" for the accountability year. GHS students were enrolled in a variety of Dual Credit coursework including US History, English 1301 & 1302, US government, College Algebra, Statistics, Calculus, and Physics. In addition, 22 students graduated from the Early College P-Tech program with Associate Degrees from Paris Junior College. 68% of students scored at approaches or above grade level on the SAT exam. the graduation rate for GHS was 98%.

English I and II are a big focus for the campus this year with only 60% of students achieving "Approaches" or better. Only 4% of students achieved the "Masters" level.

2023-2024 STAAR EOC Data (Source: DMAC)

English I and II

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>993</u>	<u>548</u>	<u>1</u>	<u>8</u>	<u>159</u>	<u>7</u>	<u>222</u>	<u>48</u>	<u>131</u>	<u>352</u>
Did Not Meet App	<u>394</u>	<u>247</u>	<u>0</u>	<u>2</u>	<u>76</u>	<u>5</u>	<u>47</u>	<u>17</u>	<u>85</u>	<u>183</u>
Met Approaches	<u>599</u>	<u>301</u>	<u>1</u>	<u>6</u>	<u>83</u>	<u>2</u>	<u>175</u>	<u>31</u>	<u>46</u>	<u>169</u>
Met Meets	<u>367</u>	<u>177</u>	<u>1</u>	<u>6</u>	<u>39</u>	<u>1</u>	<u>121</u>	<u>22</u>	<u>29</u>	<u>97</u>
Met Masters	<u>47</u>	<u>17</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>17</u>	<u>4</u>	<u>10</u>	<u>6</u>

Algebra I

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>453</u>	<u>260</u>	<u>0</u>	<u>2</u>	<u>81</u>	<u>3</u>	<u>94</u>	<u>13</u>	<u>74</u>	<u>177</u>
Did Not Meet App	<u>138</u>	<u>87</u>	<u>0</u>	<u>0</u>	<u>29</u>	<u>1</u>	<u>18</u>	<u>3</u>	<u>32</u>	<u>61</u>
Met Approaches	<u>315</u>	<u>173</u>	<u>0</u>	<u>2</u>	<u>52</u>	<u>2</u>	<u>76</u>	<u>10</u>	<u>42</u>	<u>116</u>
Met Meets	<u>83</u>	<u>42</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>1</u>	<u>21</u>	<u>3</u>	<u>10</u>	<u>24</u>
Met Masters	<u>22</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>0</u>	<u>8</u>	<u>1</u>	<u>4</u>	<u>3</u>

US History

Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>368</u>	<u>194</u>	<u>2</u>	0	<u>46</u>	0	<u>115</u>	<u>11</u>	<u>44</u>	<u>100</u>
Did Not Meet App	<u>20</u>	<u>9</u>	0	0	<u>5</u>	0	<u>5</u>	<u>1</u>	<u>8</u>	<u>7</u>
Met Approaches	<u>348</u>	<u>185</u>	<u>2</u>	0	<u>41</u>	0	<u>110</u>	<u>10</u>	<u>36</u>	<u>93</u>
Met Meets	<u>192</u>	<u>86</u>	<u>2</u>	0	<u>12</u>	0	<u>86</u>	<u>6</u>	<u>12</u>	<u>27</u>
Met Masters	<u>84</u>	<u>33</u>	<u>2</u>	0	<u>1</u>	0	<u>46</u>	<u>2</u>	<u>4</u>	<u>8</u>

Biology

Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>430</u>	<u>227</u>	0	<u>4</u>	<u>70</u>	<u>4</u>	<u>108</u>	<u>17</u>	<u>75</u>	<u>151</u>
Did Not Meet App	<u>65</u>	<u>40</u>	0	0	<u>11</u>	<u>2</u>	<u>10</u>	<u>2</u>	<u>21</u>	<u>30</u>
Met Approaches	<u>365</u>	<u>187</u>	0	<u>4</u>	<u>59</u>	<u>2</u>	<u>98</u>	<u>15</u>	<u>54</u>	<u>121</u>
Met Meets	<u>154</u>	<u>67</u>	0	<u>3</u>	<u>19</u>	0	<u>58</u>	<u>7</u>	<u>16</u>	<u>36</u>
Met Masters	<u>28</u>	<u>10</u>	0	<u>1</u>	<u>2</u>	0	<u>13</u>	<u>2</u>	<u>3</u>	<u>4</u>

Student Achievement Strengths

CTE programs offer 27 pathways and those students earned 177 Industry Based Certifications. 195 students earned college credits through dual credit coursework. 202 students met the standard on the ELAR portion of the SAT exam while 68 students met the MATH SAT standard. 22 students graduated from the P-Tech Early College program with Associate Degrees. Students also excelled in extracurricular activities with the Robotics team winning at State and World competition. In addition, the solar car team was winning the US Solar Car competition when the cross country race was halted due to unforeseen circumstances by the organizers.

STAAR EOC Student Achievement Strengths:

- 35% of Biology students achieved "Meets"
- 52% of US History Students achieved "Meets"
- Increases in "Approaches" and "Meets" in Algebra I

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Many students are not achieving the "Meets" level in English I and English II. **Root Cause:** Insufficient prior learning strategies regarding reading comprehension and writing.

Problem Statement 2 (Prioritized): Students were below the State average in "Meets" on Algebra 1 EOC. **Root Cause:** High teacher turnover in this area coupled with poor prior student performance on 8th grade Math STAAR. Also, the top performing math students in the 9th grade class take the Algebra I EOC test in the 8th grade.

School Culture and Climate

School Culture and Climate Summary

Greenville High School continues to build upon its positive school culture which started in the 2023-2024 school year. The principal and the administrative team have placed a high priority on building relationships with students. Discipline issues spiked early last year, but due to consistency and a strong plan of action the number of discipline infractions leveled off throughout the course of the year. The number of physical altercations also dropped throughout the year.

Campus administration also began the process of building positive relationships with the teachers and staff to create buy in for the vision of the school.

Our challenges, as indicated by attendance data, continue to be the large number of students accumulating too many absences and tardies. While this has improve slightly, the campus has set a goal to achieve an attendance rate of 92%.

School Culture and Climate Strengths

- Teacher buy in
- Strong administrative team

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There are too many students tardy to class or absent from class throughout the school day. **Root Cause:** Parents are unaware of State attendance requirements and some teachers do not hold students accountable for being on time to class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Greenville High School had a low turnover rate for the 2023-2024 school year. We feel this in part due to the positive school culture the campus is beginning to build. GHS administrators work with staff and students to focus on good relationships that help foster an atmosphere of learning.

Teachers retained = 77

Turnover = 13

Administrators retained = 8

Admin Turnover = 0

The staff continues to grow in its capacity to increase student engagement and rigorous instruction. Our campus is committed supporting teachers in this effort and have increased the number of walkthroughs and feedback for each teacher. We believe that coaching our teachers will help the grow and increase teacher retention. This in turn will lead to better student achievement.

Staff Quality, Recruitment, and Retention Strengths

- Prompt discipline support for teachers
- Instructional support from campus and district
- Teacher celebrations

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): GHS needs to improve in the areas of Purposeful Instruction and Student Engagement. High-quality, specific feedback is necessary in order for teachers to improve instruction. When reviewing feedback that was given to teachers, a lack of specificity was noticed. GHS must provide bite-sized, actionable steps that will immediately increase the quality of instruction. **Root Cause:** An increase in disciplinary placements in the first semester contributed to administrators not doing enough classroom walkthroughs and providing needed feedback to teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students' academic performance on End of Course exams increased or stayed the same in 4 of 5 subjects. English 1 scores fell slightly.

English 1	56% (-5%)
English 2	64% (+0%)
Biology	85% (+3%)
Algebra 1	69% (+14%)
US History	94% (+3%)

Key Action 1:

Concerns Related to Culture and Philosophy:

1. Implement Attendance incentives including semester and final exam exemptions for students with acceptable attendance.
2. Increase home visits by SEOs by 20%.
3. Require parent contact logs from all teachers.
4. All teachers will present Character Strong lessons every Friday school is in session.
5. At least one section of ESOL will be created.

Key Action 2:

Student Achievement:

1. Create a data room with disaggregated data points for PLC meetings.
2. Common PLC expectations and meeting protocols will be implemented and all PLC meetings will be facilitated by administrators and/or CILT team members.
3. All Students who were not successful on English 1 EOC, English 2 EOC, or 8th grade Math STAAR exams will be intentionally scheduled into support classes in addition to the Progress Learning resource.
4. At least one section of ESOL will be created.
5. TTESS Student Achievement goals are directly aligned with TIA goals.

Key Action 3:

Concerns Related to Quality Instruction and

Instructional Feedback:

1. As a group, GHS administrators will complete at least 60 walkthroughs per week between September 9, 2024 and December 6, 2024 and provide instructional feedback to each teacher who receives a walkthrough.
2. As a group, GHS administrators will complete at least 60 walkthroughs per week between January 6, 2025 and May 9, 2025 and provide feedback to each teacher who receives a walkthrough.

Goals Moving Forward

1. **Student Attendance:** By the end of the 2024-2025 school year, GHS will improve student attendance to at least 92%. (Key Action 1)
2. **Student Discipline:** During the 2024-2025 school year, student placements in GAEP, OSS, ISS, and Expulsions will decrease by at least 20% from the 2023-2024 school year. (Key Action 1)
3. **Student Achievement on STAAR courses:** Given the Spring EOC exams, GHS student scores will improve in Algebra 1, English 1, and English 2 by at least 15% over Spring 2024 achievement. (Key Action 2)
4. **Student Achievement on STAAR courses:** Given the Spring 2025 EOC exam performance, GHS students will increase MEETS by 15% and MASTERS by 10% over the Spring 2024 exam performance in all 5 tested subjects. (See Action 2)
5. **Quality of Instruction and Instructional Feedback:** As a group, GHS administrators will complete at least 60 walkthroughs per week between September 9, 2024 and December 6, 2024 and provide instructional feedback to each teacher who receives a walkthrough. As a group, GHS administrators will complete at least 60 walkthroughs per week between January 6, 2025 and May 9, 2025 and provide instructional feedback to each teacher who receives a walkthrough. (Key Action 3)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	56%	56%	60%	47%	77%	-	*	50%	64%	38%	50%	57%	55%	53%	40%
	2023	72%	60%	61%	41%	63%	74%	*	*	*	58%	22%	69%	61%	62%	57%	58%
At Meets Grade Level or Above	2024	52%	30%	32%	29%	24%	53%	-	*	17%	36%	22%	17%	33%	29%	27%	20%
	2023	52%	39%	41%	17%	41%	57%	*	*	*	42%	17%	46%	42%	36%	36%	35%
At Masters Grade Level	2024	16%	5%	6%	4%	4%	11%	-	*	0%	14%	5%	17%	7%	5%	3%	2%
	2023	13%	7%	7%	3%	4%	16%	*	*	*	8%	11%	23%	8%	5%	5%	3%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	59%	64%	42%	62%	80%	*	*	*	61%	29%	56%	66%	59%	60%	57%
	2023	74%	61%	64%	43%	62%	83%	*	-	*	57%	36%	0%	64%	64%	56%	54%
At Meets Grade Level or Above	2024	58%	38%	42%	19%	40%	55%	*	*	*	50%	22%	44%	45%	33%	38%	36%
	2023	54%	40%	44%	17%	42%	63%	*	-	*	50%	26%	0%	44%	42%	36%	31%
At Masters Grade Level	2024	9%	3%	3%	5%	2%	4%	*	*	*	4%	12%	22%	4%	2%	4%	2%
	2023	9%	5%	6%	0%	4%	11%	*	-	*	14%	5%	0%	6%	3%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	70%	69%	65%	66%	80%	-	*	*	77%	56%	86%	68%	71%	67%	65%
	2023	79%	56%	52%	43%	52%	58%	*	*	-	53%	47%	58%	54%	48%	51%	49%
At Meets Grade Level or Above	2024	43%	21%	18%	20%	16%	22%	-	*	*	23%	13%	14%	18%	18%	16%	13%
	2023	43%	17%	11%	8%	9%	18%	*	*	-	5%	14%	25%	10%	14%	10%	8%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	24%	7%	5%	8%	3%	8%	-	*	*	8%	5%	14%	5%	5%	4%	2%
	2023	23%	7%	3%	1%	2%	4%	*	*	-	0%	6%	8%	2%	5%	3%	3%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	83%	85%	84%	82%	92%	-	*	*	88%	72%	*	84%	86%	83%	80%
	2023	88%	81%	82%	68%	84%	87%	*	*	*	83%	59%	85%	83%	81%	79%	81%
At Meets Grade Level or Above	2024	56%	33%	36%	27%	29%	54%	-	*	*	41%	21%	*	37%	32%	32%	24%
	2023	56%	34%	36%	14%	32%	60%	*	*	*	26%	24%	62%	37%	33%	31%	26%
At Masters Grade Level	2024	19%	6%	6%	3%	4%	12%	-	*	*	12%	4%	*	8%	3%	4%	3%
	2023	21%	9%	10%	4%	8%	15%	*	*	*	9%	11%	8%	9%	10%	8%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	91%	94%	85%	95%	96%	*	-	-	91%	82%	*	94%	95%	93%	94%
	2023	94%	88%	91%	79%	93%	94%	-	*	*	94%	70%	*	90%	94%	89%	91%
At Meets Grade Level or Above	2024	69%	47%	52%	25%	44%	75%	*	-	-	55%	27%	*	52%	53%	44%	32%
	2023	70%	50%	57%	29%	59%	73%	-	*	*	44%	27%	*	59%	48%	50%	53%
At Masters Grade Level	2024	37%	21%	23%	2%	17%	40%	*	-	-	18%	9%	*	23%	21%	17%	12%
	2023	38%	24%	29%	12%	26%	46%	-	*	*	25%	13%	*	30%	26%	23%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	67%	68%	*	61%	74%	-	*	-	*	*	-	66%	86%	67%	47%
	2023	90%	76%	76%	67%	71%	81%	-	*	-	83%	*	*	74%	88%	66%	63%
At Meets Grade Level or Above	2024	59%	43%	43%	*	37%	46%	-	*	-	*	*	-	39%	86%	45%	27%
	2023	61%	32%	32%	17%	29%	32%	-	*	-	50%	*	*	31%	38%	26%	13%
At Masters Grade Level	2024	12%	1%	1%	*	0%	0%	-	*	-	*	*	-	1%	0%	2%	0%
	2023	12%	1%	1%	0%	0%	0%	-	*	-	17%	*	*	1%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	58%	72%	66%	68%	84%	*	81%	47%	73%	54%	71%	72%	71%	69%	64%
	2023	76%	59%	69%	53%	69%	79%	60%	100%	*	70%	44%	64%	69%	68%	65%	64%
At Meets Grade Level or Above	2024	48%	28%	36%	25%	30%	53%	*	63%	13%	42%	20%	29%	37%	32%	31%	25%
	2023	49%	29%	36%	16%	35%	53%	40%	77%	*	33%	21%	38%	37%	33%	31%	28%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	20%	8%	8%	4%	5%	15%	*	13%	0%	11%	6%	14%	8%	6%	6%	3%
	2023	20%	8%	9%	4%	7%	16%	40%	38%	*	11%	9%	11%	10%	8%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	58%	60%	53%	55%	78%	*	75%	38%	62%	35%	53%	61%	57%	56%	48%
	2023	77%	61%	63%	42%	62%	78%	60%	*	*	58%	29%	50%	62%	63%	57%	56%
At Meets Grade Level or Above	2024	54%	32%	37%	25%	32%	54%	*	75%	13%	44%	22%	33%	39%	31%	32%	28%
	2023	53%	34%	42%	17%	42%	60%	40%	*	*	45%	21%	33%	43%	39%	36%	33%
At Masters Grade Level	2024	22%	8%	5%	4%	3%	8%	*	13%	0%	8%	8%	20%	5%	4%	4%	2%
	2023	20%	9%	6%	2%	4%	14%	40%	*	*	11%	8%	17%	7%	4%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	69%	66%	65%	78%	-	*	*	76%	55%	86%	68%	72%	67%	64%
	2023	75%	56%	56%	45%	54%	64%	*	*	-	60%	48%	62%	57%	50%	53%	50%
At Meets Grade Level or Above	2024	43%	24%	22%	22%	19%	28%	-	*	*	29%	13%	14%	22%	21%	19%	14%
	2023	45%	24%	14%	8%	12%	21%	*	*	-	16%	14%	23%	13%	16%	12%	8%
At Masters Grade Level	2024	17%	6%	4%	7%	2%	6%	-	*	*	12%	5%	14%	4%	5%	4%	2%
	2023	19%	7%	2%	1%	2%	3%	*	*	-	4%	6%	8%	2%	4%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	56%	85%	84%	82%	92%	-	*	*	88%	72%	*	84%	86%	83%	80%
	2023	77%	61%	82%	68%	84%	87%	*	*	*	83%	59%	85%	83%	81%	79%	81%
At Meets Grade Level or Above	2024	43%	23%	36%	27%	29%	54%	-	*	*	41%	21%	*	37%	32%	32%	24%
	2023	47%	24%	36%	14%	32%	60%	*	*	*	26%	24%	62%	37%	33%	31%	26%
At Masters Grade Level	2024	16%	5%	6%	3%	4%	12%	-	*	*	12%	4%	*	8%	3%	4%	3%
	2023	18%	6%	10%	4%	8%	15%	*	*	*	9%	11%	8%	9%	10%	8%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	65%	94%	85%	95%	96%	*	-	-	91%	82%	*	94%	95%	93%	94%
	2023	78%	61%	91%	79%	93%	94%	-	*	*	94%	70%	*	90%	94%	89%	91%
At Meets Grade Level or Above	2024	51%	31%	52%	25%	44%	75%	*	-	-	55%	27%	*	52%	53%	44%	32%
	2023	52%	31%	57%	29%	59%	73%	-	*	*	44%	27%	*	59%	48%	50%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	27%	13%	23%	2%	17%	40%	*	-	-	18%	9%	*	23%	21%	17%	12%
	2023	27%	14%	29%	12%	26%	46%	-	*	*	25%	13%	*	30%	26%	23%	16%

Curriculum, Instruction, and Assessment Strengths

- GHS students performed 17% higher on 2023-2024 Algebra 1 EOC than the prior year. GHS students performed 3% higher on the 2023-2024 US History and Biology EOC than the year before. Dedicated PLC meetings for each core content area should strengthen student success in all areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students scored significantly lower than the State average on English 1, English 2, and Algebra 1 End of Course exams. **Root Cause:** Prior learning in these areas have been weak, and teacher turnover in these areas has been high.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is vital to the success of Greenville High School. Partnerships have a direct impact on attendance, discipline, and student involvement. GHS finished the 23/24 school at 88% for student attendance. Also, over 300 students lost credit in each semester due to being absent more than compulsory laws allow. Throughout the year, we host events to increase parent and community involvement including:

Open House, Senior Bash, parking spot painting, Meet the Lions, Harry Potter Escape Rooms, Pictures With Santa, Lights on After School, Science of Super Heroes, Report Card Pickup, Homecoming Pep Rally, Athletic and Fine Arts performances throughout the year, Golden Lions, CTE Advisory Board meetings, CTE showcases, and multiple student events where volunteers are welcomed.

In addition, letters are frequently sent out to address student absences. Also, home visits are conducted for students with absentee problems or other school issues.

For communication, GHS utilizes social media (Facebook), Blackboard, and monthly newsletters to share information about upcoming events, as well as to celebrate student accomplishments.

Parent and Community Engagement Strengths

- The number of events offered is a strength. Also, the resources available to us serves as a strength to increase the number of ways to communicate with families.
- Our afternoon English for Adults class has helped to increase community participation.
- Central Administration has included attendance incentives for schools to earn funding to celebrate meeting attendance goals each six week period throughout the year.
- Our GISD police officers assist with home visits, parent phone calls, and conferences with students and parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Student attendance remained at 88.4% for the 2023-2024 school year. **Root Cause:** Some parents in the community have not been adequately informed about the Texas Education Agency 90% attendance requirement for class credit in high school. Students and parents have not previously been held accountable for attendance.

School Context and Organization

School Context and Organization Summary

Curriculum and Instruction.

Professional Learning Community (PLC) meetings for core content departments.

Campus Administrators conduct weekly walkthroughs and provide feedback to improve instruction.

Campus Instructional Leadership Team with representatives from each core content and CTE.

Curriculum Coordinator support from Central Office.

New McGraw Hill textbooks and support for Science.

HMH Resources for ELAR.

Professional Development.

Compliance training at beginning of year.

Campus lead professional development at BOY, MOY, and ongoing.

District led professional development at BOY.

Region 10 professional development support ongoing.

CTE Structured improvement in conjunction with Region 10 and member school districts.

Leadership and decision-making processes.

Weekly campus administrative meetings.

District led leadership camp and ongoing.

Communication.

Campus to public communications through Peach Jar.

Blackboard announcements.

Counselor's Newsletter.

Web page updates.

Central Office Communication Department.

Organization.

Master schedule includes common conference periods for core contents and some others.

Mathematics support class for struggling Algebra 1 students.

ESOL class to support language learners in addition to on level English classes.

Progress Learning interventions.

In class support for main stream special education students.

21 CTE career pathways.

Multiple extracurricular activities for students encompassing sports, STEM, Fine Arts, and an after school program.

School Context and Organization Strengths

GHS holds weekly PLC meetings where student achievement data is analyzed and appropriate steps are implemented in order to improve instruction and student achievement. Teachers also participate in team building activities during the course of the year in PLC. Campus administrators conduct weekly walkthroughs and provide feedback to teachers. Campus administrators collaborate on systems and instructional practice. GHS has a high level of extracurricular participation. There are many opportunities for students to become engaged in both social emotional growth and learning outside of the regular classroom.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Core content teachers were sometimes ineffective in the collaborative planning process. **Root Cause:** PLC meetings were not consistent across all content areas and a common expectation for meeting purpose was not present.

Technology

Technology Summary

Technology integration.

One to one laptops in Early college.

Laptop carts in all core content classrooms.

Classroom projectors and elmos.

Campus technology technician.

Technology Strengths

Technology in the form of laptops are available for all students. Administrators, teachers, and support personnel have access to laptop or desktop computers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students and staff often have issues accessing digital resources and learning platforms. **Root Cause:** Much of the technology being used is outdated and often needs servicing and repairs.

Priority Problem Statements

Problem Statement 1: Many students are not achieving the "Meets" level in English I and English II.

Root Cause 1: Insufficient prior learning strategies regarding reading comprehension and writing.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students were below the State average in "Meets" on Algebra 1 EOC.

Root Cause 2: High teacher turnover in this area coupled with poor prior student performance on 8th grade Math STAAR. Also, the top performing math students in the 9th grade class take the Algebra I EOC test in the 8th grade.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There are too many students tardy to class or absent from class throughout the school day.

Root Cause 3: Parents are unaware of State attendance requirements and some teachers do not hold students accountable for being on time to class.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Core content teachers were sometimes ineffective in the collaborative planning process.

Root Cause 4: PLC meetings were not consistent across all content areas and a common expectation for meeting purpose was not present.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: Student attendance remained at 88.4% for the 2023-2024 school year.

Root Cause 5: Some parents in the community have not been adequately informed about the Texas Education Agency 90% attendance requirement for class credit in high school. Students and parents have not previously been held accountable for attendance.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Students scored significantly lower than the State average on English 1, English 2, and Algebra 1 End of Course exams.

Root Cause 6: Prior learning in these areas have been weak, and teacher turnover in these areas has been high.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: GHS needs to improve in the areas of Purposeful Instruction and Student Engagement. High-quality, specific feedback is necessary in order for teachers to improve instruction. When reviewing feedback that was given to teachers, a lack of specificity was noticed. GHS must provide bite-sized, actionable steps that will immediately increase the quality of instruction.

Root Cause 7: An increase in disciplinary placements in the first semester contributed to administrators not doing enough classroom walkthroughs and providing needed feedback to teachers.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 1: Student Achievement on STAAR courses: Given the Spring 2025 EOC exams, GHS student scores will improve in Algebra 1, English 1, English 2 by at least 15% over Spring 2024 achievement.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Campus will create a data room with disaggregated data points for PLC meetings. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: GHS added an English for Speakers of Other Languages (ESOL) class for Emergent Bilingual (EB) students in order to provide more support to this student group.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: GHS will create a Campus Instructional Leadership Team made up of department leads and administrators to review data. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Low achieving students from prior year on 8th Grade STAAR Math test will be placed into an Algebraic Reasoning class in addition to their on level Algebra 1 class. Strategy's Expected Result/Impact: Student achievement on the Algebra 1 EOC will increase by at least 15% over the 2024 Spring EOC exam. Staff Responsible for Monitoring: Administration, Algebra 1 teachers, Algebraic Reasoning teacher. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Accelerated Instruction periods are built into the daily schedule with content targeted to each student's needs. Strategy's Expected Result/Impact: Improvement in all EOC areas for re-testers. Staff Responsible for Monitoring: Assistant principal, all teaching staff. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All tested subjects will engage in regular PLC meetings and analyze data sources for student performance and create engaging lesson which are purpose driven, data supported, and aligned to the rigor of the TEKS. Strategy's Expected Result/Impact: Spring 2025 EOC scores.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Content teams will disaggregate data together (using DMAC and Edspire) and work together in a common planning cycle provided by campus administration and district approved teacher planning days. Strategy's Expected Result/Impact: 15% increase in Spring 2025 EOC scores in Algebra 1, English 1, and English 2. Staff Responsible for Monitoring: Campus Administration, CILT Team, content Teachers.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 8 Details	Reviews			
Strategy 8: Lesson plans will be monitored for consistency between departments. Strategy's Expected Result/Impact: Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Many students are not achieving the "Meets" level in English I and English II. Root Cause: Insufficient prior learning strategies regarding reading comprehension and writing.
Problem Statement 2: Students were below the State average in "Meets" on Algebra 1 EOC. Root Cause: High teacher turnover in this area coupled with poor prior student performance on 8th grade Math STAAR. Also, the top performing math students in the 9th grade class take the Algebra I EOC test in the 8th grade.





Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 2: Student Achievement on STAAR courses: Given the Spring 2025 EOC exam performance, GHS students will increase MEETS by 15% and MASTERS by 10% over the 2024 Spring EOC exam performance in all 5 tested subjects.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: All core content areas will meet in a dedicated PLC every week in order to improve student learning through a common philosophy, consistent instructional feedback to teachers and content areas, and through data driven instruction. Strategy's Expected Result/Impact: More students will Meet the State Standard in all 5 tested subjects. Staff Responsible for Monitoring: Campus Administration, content teachers, curriculum coordinators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Algebraic Reasoning classes, an ESOL class, and Accelerated Instruction periods are included in students' daily schedules. Strategy's Expected Result/Impact: More students will MEET the State Standard in all 5 tested subjects. Staff Responsible for Monitoring: Campus Administration, content teachers, and curriculum coordinators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Results Driven Accountability Problem Statements: Student Achievement 1, 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Many students are not achieving the "Meets" level in English I and English II. Root Cause: Insufficient prior learning strategies regarding reading comprehension and writing.
Problem Statement 2: Students were below the State average in "Meets" on Algebra 1 EOC. Root Cause: High teacher turnover in this area coupled with poor prior student performance on 8th grade Math STAAR. Also, the top performing math students in the 9th grade class take the Algebra I EOC test in the 8th grade.

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 3: School Leadership and Instruction: As a group, GHS administrators will complete at least 50 walkthroughs per week between September 9, 2024 and December 6, 2024 and provide instructional feedback to each teacher who receives a walkthrough. As a group, GHS administrators will complete at least 50 walkthroughs per week between January 6, 2025 and May 9, 2025 and provide instructional feedback to each teacher who receives a walkthrough.

Evaluation Data Sources: Walkthrough Data





Strategy 1 Details	Reviews			
Strategy 1: Campus Administration will conduct regular walkthroughs in all content areas. Strategy's Expected Result/Impact: Improvement in teacher performance and self-efficacy through effective feedback. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 4: Student Attendance: By the end of the 2024-2025 school year, GHS will improve student attendance to at least 92%.

High Priority
HB3 Goal
Evaluation Data Sources: ADA reports.

Strategy 1 Details	Reviews			
Strategy 1: SEO's will increase home visits by 20%. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: The campus will used multiple mediums and school events to communicate attendance and graduation requirements to students and parents/guardians. Strategy's Expected Result/Impact: An increase in student attendance and a decrease in loss of credits. Staff Responsible for Monitoring: Campus Administration and counselors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Student Engagement Officers will conduct home visit of students with a lot of absences. Strategy's Expected Result/Impact: Better attendance	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: GHS will communicate in a variety of ways all information regarding the loss of credit due to absenteeism and State graduation requirements. Strategy's Expected Result/Impact: Parent Compact, Peachjar message data, Open House with class meetings, other school/community events, home visit data, credit recovery opportunities, letters to parents/guardians regarding student absences and the potential to lose credit due to the 90% attendance rule.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: GHS will send monthly messages to parents/guardians in both Spanish and English, providing information about school events and distribute potential loss of credit letters bi-monthly. Strategy's Expected Result/Impact: Fewer students will lose credit due to absences and overall attendance will rise to 92% or better Staff Responsible for Monitoring: Campus Administration, Counselors, Student Engagement Officers.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: All teachers will present Character Strong lessons every Friday school is in session. Staff Responsible for Monitoring: Principal Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 5: The percentage of graduates that meet the criteria for CCMR (Closing the GAPS) will increase from 58% to 65% by in the All Students category by August 2025. The percentage of graduates that meet the criteria for CCMR (Closing the GAPS) will increase from 65% to 90% by in the All Students category by August 2030.

High Priority
HB3 Goal
Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: Seniors not having achieved a CCMR point are enrolled in an embedded college prep math and/or English course. Strategy's Expected Result/Impact: More students will earn CCMR points. Staff Responsible for Monitoring: Campus Administration, Counselors, and CTE coordinator. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency.
(Teaching and Learning)

Performance Objective 6: The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 11% to 20% by August 2025. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 20% to 45% by August 2030.

Evaluation Data Sources: CCMR Data

Goal 1: Greenville High School will continue to strive toward achieving a "B" or better accountability rating established by the Texas Education Agency.
(Teaching and Learning)

Performance Objective 7: The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 0% to 15% by August 2025. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 15% to 30% by August 2030.

Evaluation Data Sources: CCMR Data

Goal 2: Greenville High School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

Performance Objective 1: Student Discipline: During the 2024-2025 school year, student placements in GAEP, OSS, ISS, and Expulsions will decrease by at least 20% from the 2023-2024 school year.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Students who engage in mutual combat (fighting) will be placed in an Disciplinary Alternative Education Program for 30 days. Strategy's Expected Result/Impact: DAEP Data Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: All teachers will present Character Strong lessons every Friday school is in session. Staff Responsible for Monitoring: Principal Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: Greenville High School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 1: School Leadership and Instruction: As a group, GHS administrators will complete at least 50 walkthroughs per week between September 9, 2024 and December 6, 2024 and provide instructional feedback to each teacher who receives a walkthrough. As a group, GHS administrators will complete at least 50 walkthroughs per week between January 6, 2025 and May 9, 2025 and provide instructional feedback to each teacher who receives a walkthrough.

High Priority
Evaluation Data Sources: Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Principal will develop a rotating walkthrough schedule for all campus admin to follow. Strategy's Expected Result/Impact: Improved common practice. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: Greenville High School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 2: All new teachers to Greenville ISD will be supported through campus and District efforts.

Evaluation Data Sources: Retention data.

Strategy 1 Details	Reviews			
Strategy 1: District HR will provide effective on-boarding which includes systems training and appropriate professional development opportunities. Strategy's Expected Result/Impact: Smoother transitioning of new and veteran teacher into their roles. Staff Responsible for Monitoring: District Human Resources and Professional Development. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Greenville High School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 3: All core contents will meet weekly in PLC led my campus leadership to discuss philosophy & culture, the quality of instruction (with support) and student achievement.

High Priority
HB3 Goal
Evaluation Data Sources: PLC Agendas and sign-ins.

Strategy 1 Details	Reviews			
Strategy 1: Campus Administration and Curriculum Coordinators will lead data informed discussions to improve best practice and increase student performance. Strategy's Expected Result/Impact: Teachers will feel more supported and turnover will decrease. Staff Responsible for Monitoring: Campus Administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: GHS needs to improve in the areas of Purposeful Instruction and Student Engagement. High-quality, specific feedback is necessary in order for teachers to improve instruction. When reviewing feedback that was given to teachers, a lack of specificity was noticed. GHS must provide bite-sized, actionable steps that will immediately increase the quality of instruction. Root Cause: An increase in disciplinary placements in the first semester contributed to administrators not doing enough classroom walkthroughs and providing needed feedback to teachers.

School Context and Organization
Problem Statement 1: Core content teachers were sometimes ineffective in the collaborative planning process. Root Cause: PLC meetings were not consistent across all content areas and a common expectation for meeting purpose was not present.

Goal 4: The campus will develop and implement a financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the campus. (Resulting in improved Student Achievement)

Performance Objective 1: 100% of expenditures will align with campus and district goals.

Strategy 1 Details	Reviews			
Strategy 1: Campus will complete monthly budget variance reports and submit to the Finance department monthly. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: The campus budget will be reviewed weekly to ensure that expenditures align with campus and district goals.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: GHS will provide multiple opportunities for parents and community entities to be involved in positive partnerships with the school and student learning and awareness.

High Priority

Evaluation Data Sources: Parent/Student Compact, Open Houses, Community Pep Rally and other events, fentanyl awareness program (Drug Free Greenville), Extracurricular Competition Hosting, GED program, Adult English as a Second Language program.

Strategy 1 Details	Reviews			
Strategy 1: GHS will provide weekly communication to community members and parents via Peachjar, Blackboard, or/and district media outlets regarding events and activities. Strategy's Expected Result/Impact: Parents and the community will provide more support to student learning objectives and be better informed of school related events and activities. Staff Responsible for Monitoring: Principal, counselors, district media personnel. Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

A disaggregation of student performance data from 2023-2024 EOC testing shows significant gaps between several student groups. English 1, English 2, and Algebra 1 test scores were below State averages. Improvement is needed in Emergent Bilingual student progress and in Special Education student progress. In addition, MEETS and MASTERS levels of progress were low. Teachers and students need to be aiming for MEETS grade level and above in all EOC test subjects. The result of a parent survey in August/September 2024 indicated that 20% of those responding did not know graduation requirements for their student. This along with attendance data from 2023-2024 indicate a need to improve communication to high school students and parents/guardians. Discipline data from 2023-2024 showed a marked decrease in placements and actions; however, improvement is still needed in that area in order to raise expectations for behavior and student engagement/achievement. T-TESS data from 2023-2024 showed the administrative team fell short in the area of walkthroughs and effective feedback to teachers. A schedule needs to be created so a system of consistent walkthroughs and feedback will be given to all teaching staff.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan needs to be developed with stakeholders from the campus level, and include parent input, and community input.

2.2: Regular monitoring and revision

In a model of continuous improvement, regular monitoring and revising is needed. Progress monitoring for academic achievement will be done every 9 week reporting period and adjustments made as needed. Students in Accelerated Instruction will have their learning monitored and lessons provided to match individual needs. Systems monitoring and revisions will be done before the school year starts and adjusted as needed at mid-year. Evidence will come from PLC meeting Agendas, Progress Learning data reports, and Administration meetings.

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

Information will be communicated in both English and Spanish and delivered through various mediums, including electronic, paper, and auditory sources.

2.4: Opportunities for all children to meet State standards

Students who have not been successful on End of Course exams will need Accelerated Instruction in all appropriate subjects. In addition, students who have not been successful on previous 3-8 STAAR exams may need additional support in order to be successful.

2.5: Increased learning time and well-rounded education

Additional instruction is needed for students who were not successful on 8th grade STAAR. Additional instruction is needed for Emergent Bilingual students in English Language acquisition. Counselors need to ensure students are on an Academic, CTE, or Fine Arts pathway, or on track to earn a CCRM point in order to round out their educational experience in high school and prepare them for life beyond secondary school.

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

All students will be served through programs designed to give them the best opportunity for success. Dual credit course work needs to be offered in all four core content areas. Special Education and Special Programs need to be properly staffed in order to provide students with the best opportunity for success. Students who do not have clear paths after secondary school need to be served in career education programs and be exposed to college preparatory/bridge programs. Students who have not been successful on various STAAR or EOC exams need to be provided with extra support. Other student groups, including Emergent Bilingual students need support in acquiring and comprehending the English language, as it is required by TEA on EOC exams.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan will be reviewed at mid-year and during the summer after all EOC scores and relevant survey data has been reported or collected.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be developed and distributed during scheduled Open Houses, parent meetings, and other scheduled events.

4.2: Offer flexible number of parent involvement meetings

Parent meetings will be offered multiple times during the year through Open Houses, individual teacher/parent meetings, community awareness meetings, and other events. These meetings will be communicated through various platforms and in various forms.