Galena Park Independent School District

Galena Park High School

2025-2026 Campus Improvement Plan

Board Approval Date: August 11, 2025

Mission Statement

We will work collaboratively, compassionately, and respectfully to ensure that all students, staff, and community members 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.

Value Statement

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

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

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Comprehensive Needs Assessment

Revised/Approved: June 16, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Galena Park High School completed the Campus Needs Assessment process in May 2025. The following teachers volunteered to chair the multiple measures of data committees listed next to their names:

Processes & Programs - Chris Castillo and Shelley Paquette-Gomez

Student Learning - Steve Alley

Demographics - Chad Jones

Perceptions - Yolanda Holliday-Gourier

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

Demographics

Demographics Summary

Galena Park High School completed the Campus Needs Assessment process in April 2025. The following teachers volunteered to chair the multiple measures of data committees listed next to their names:

Processes & Programs - Chris Castillo and Shelley Paquette-Gomez

Student Learning - Steve Alley and Yolanda Holiday-Gourrier

Demographics - Yolanda Holiday-Gourrier

Perceptions - Chad Jones and Howard Cook

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

Demographics Strengths

1. Our ADA attendance rate, 94.39%. We reach these numbers due to internal processes and structures, including, but not limited to, attendance improvement contracts, para-professionals contacting parents of absent students, and the hard work from all departments (registrar, truancy, attendance, records, administration, and para-professional staff).

2. GPHS CTE certification rate is at **58.5 %**, comprising more than half of the district count.

3. Our CCMR rate is **79.6%**, almost 10% above the state average of **70%**.

4. Fine Arts and Athletics provide students with a purpose to attend school and remain academically eligible to participate.

5. We serve an 85.5% low socioeconomic population and graduate 89.3% of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The graduation rate among African-American students was 90.1%
Root Cause: Limited population size and failure to adequately track all graduates.

Problem Statement 2 (Prioritized): GPHS scores 4% below the state average in the English 2 STAAR exam.
Root Cause: State expectation for ESL and SPED students

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

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

Problem Statement 5 (Prioritized): Attendance across the campus needs improvement.
Root Cause: Lack of student understanding the connection between regular attendance, academic success, and earning course credits

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

Problem Statement 7 (Prioritized): Our dropout rate was lower in 2022 (7.3%) compared to 2023 (8.1%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.
Root Cause: We need to target students that are not involved in ANY program; students that fall through the cracks.

Student Learning

Student Learning Summary

From 2018, the year the current accountability system began, to 2025, Galena Park High School has made gradual improvements in Student Achievement (77 to 84), School Progress (77 to 89), and Closing the Gaps (79 to 81). Accountability ratings were not released for the previous school year, 2023. In the same period, except for the year of virtual learning in 2021, STAAR scores have shown improvements each year in all subject areas at the approaches, meets, and master's level. This may be explained by the faithful implementation of the data-driven instruction approach in Teacher Instructional Leadership (TIL) planning. English I and II EOC scores were higher in 2023 than they were pre-COVID in 2019, which may be explained by a consistent passing standard and a change to a text-based evidence model in the structure of English EOC exams. Although significant gains have been made since 2021, scores in Algebra I, Biology, and US History have not returned to pre-COVID levels, with the gaps widest in Algebra I (differences of -3% approaches, -16% meets, and -13% masters) and smallest in biology (0% approaches, -7% meets, and +2% masters). Gaps in content knowledge due to a year of virtual learning may explain some of the disparity. At the same time, the algebra test was restructured and the passing standard was changed, which may account for some of the declines in scores.

In 2023, the most recent year for which accountability ratings were reported, Galena Park High School earned an 87 in the area of STAAR performance. In the years 2023 and 2024, there were gaps between our campus's overall performance on STAAR and that of our Special Education population. The widest gaps exist in English II (differences of -34% in approaches, -23% in meets, and 1% in masters for 2024). The smallest gaps exist in Biology (differences of -8% in approaches, -29% in meets, and -12% in masters for 2024). However, most of these gaps saw improvement from 2023 to 2024. There are also gaps between our campus's overall performance on STAAR and that of our EB/EL population with the widest gaps in English I (differences of -6% in approaches, -4% in meets, -1% in masters for 2024) and with virtually no gap in Algebra I (differences of +2% in approaches, +1% in meets, and -2% in masters for 2024). Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in English II (differences of -8% in approaches, -28% in meets, and -20% in masters for 2024), and US History (differences of -9% in approaches, -22% in meets, and -7% in masters for 2024). The smallest gaps exist in Algebra I (differences of 0% in approaches, 3% in meets, and -2% in masters for 2024). It is suggested that some of the co-teaching structures used in algebra be applied in other subjects to help close the gaps for SpEd and EB students.

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

In 2023, Galena Park High School earned a 70 scaled score for our graduation rate. Our 5-year graduation rate (92.4%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating. For our Class of 2023, the 4-year graduation rate was 0.2% below the state, and our dropout rate was equal to the state. Of particular concern is the graduation rate for EB/EL students (16% below the campus overall percentage) and the dropout rate, which is 1.9%. The graduation rate declined significantly from the EB/EL Class of 2022 to the Class of 2023, but the dropout rate decreased compared to the same two cohorts.

The percentage of students taking an advanced or dual credit course at Galena Park High School is higher than the state percentage in all subjects except for mathematics, which may be explained by the lack of a pre-AP algebra I course. However, the percentage of students who take AP exams is 10.1% lower than the state percentage in all subjects, as students in AP courses are not required to take the AP exam. The percentage of students who earn credit on AP exams was also 8.6% below the state percentage in 2023 and 15.5% below the state percentage in 2022. The percentage of graduates taking the ACT or SAT was significantly lower than the state participation rate (difference of -32.8%), and the percentage of graduates who scored a college-ready score was also significantly lower than the state percentage (difference of -14.9%).

In 2023, the most recent year for which accountability ratings were reported, Galena Park High School earned a score of 82 in the area of College, Career, and Military Readiness. The results were largely driven by high percentages of students who were reported college-ready after receiving credit for a college-prep course. Additionally, GPHS outperformed the state in graduate scoring college-ready on TSIA (differences of +16.2% in reading, +1.3% in mathematics, and +4.2% in both subjects). GPHS also outperformed the state in the percentage of career-ready graduates (a difference of +14.4%). The difference was driven by the percentage of students earning an approved industry-based certification (difference of +8%), level I or level II certificate (difference of +0.4%), and SpEd students graduating with an advanced diploma plan (difference of +3.9%). However, due to a change in the accountability rules and how college-prep courses are counted, the Student Learning Committee projects that there will be a decline in the percentage of students who qualify as CCMR. The committee suggests individual counseling to help students prepare for college and career goals. For students who plan to pursue a college degree, sharing information and hosting face-to-face tutorials for the TSIA would be recommended. EB/EL-based accommodations could also be requested to assist students taking the ACT. The committee also wanted to explore the option of adding students to possible McMurry University English dual credit courses. For students who want to pursue a technical certificate, ensure that students know how CTE courses work, including an explanation of the certification exams and how the goal of the course is often to become proficient with a particular computer program. Ideally, part of CTE counseling and academic advising should include information about careers and projected salaries. The committee also suggested adding other possible industry-based certifications from the list to our curriculum.

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

Student Learning Strengths

From 2018, the year the current accountability system began, to 2023, Galena Park High School has made gradual improvements in Student Achievement (77 to 87), School Progress (77 to 86), and Closing the Gaps (79 to 88). In the same period, except for the year of virtual learning in 2021, STAAR scores have shown improvements each year in all subject areas at the approaches, meets, and master's level. English I and II EOC scores were higher in 2023 than they were pre-COVID in 2019.

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

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1. GPHS has highly trained bilingual staff, including our Principal, to respond and communicate with parents.

2. GPHS has excellent team leaders who are always there to support the teachers and give them the necessary tools to do excellent work with the students.

3. GPHS students are scoring higher compared to the state on the ACT/SAT.

4. GPHS students are scoring higher on STAAR compared to the state in almost all subpopulations except for CWD and Migrant.

Problem Statements Identifying Student Learning Needs

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

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

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

Problem Statement 4 (Prioritized): GPHS scores 4% below the state average in the English 2 STAAR exam.
Root Cause: State expectation for ESL and SPED students

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

Problem Statement 6 (Prioritized): In the years 2023 and 2024, there were gaps between our campus overall performance on STAAR and that of our Special Education population.
Root Cause: Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.

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

Problem Statement 8 (Prioritized): Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in US History (differences of -7% in approaches, +3% in meets, and +16% in masters for 2023), and English II (differences of -7% in approaches, -32% in meets, and -4% in masters for 2023).
Root Cause: Exams that rely more heavily on text-based evidence, like English and US history.

Problem Statement 9 (Prioritized): In 2023, Galena Park High School earned an 70 scaled score for our graduation rate. Our 5-year graduation rate (92.4%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating
Root Cause: Graduation Rates

School Processes & Programs

School Processes & Programs Summary

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

The discipline data reveals that our campus faces significant challenges related to chronic absenteeism, tardiness, and student conduct violations. These issues are most prevalent in the middle and upper grade levels, with a noticeable concentration of incidents in specific months, suggesting a correlation with academic stress periods or seasonal factors. Additionally, the data highlights disproportionate discipline rates among Hispanic/Latino and Black students, raising concerns about equity and the effectiveness of current behavior management strategies.

Despite these challenges, the campus demonstrates strengths in its systematic tracking and categorizing of disciplinary incidents, which provides a solid foundation for data-driven interventions. The detailed breakdowns by offense type, grade, gender, race, and month enable targeted analysis and strategic planning.

To address these concerns, Galena Park High School prioritizes improving attendance and engagement, ensuring equitable disciplinary practices, and implementing proactive support systems during high-stress periods.

School Processes & Programs Strengths

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

Comprehensive Data Collection System

1. Galena Park High School will continue to track disciplinary incidents weekly, categorized by:
-Offense type (e.g., absences, tardiness, substance use, fighting)
-Grade level, gender, race, and month. This level of detail supports targeted analysis and informed decision-making.

2. Consistency in Monitoring Attendance and Behavior - Galena Park High School will continue to use structured codes for absences (e.g., 3A1, 4A2, 5A3) and tardies (e.g., T2–T10), indicating a consistent and systematic approach to monitoring student attendance and punctuality.

3. Student Incentives - Galena Park High School will continue providing six-week rewards to students with perfect attendance and A/B Honor Roll.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The 2024-2025 school year has increased student behaviors including chronic absenteeism and tardies.
Root Cause: Many disciplinary incidents are related to repeated absences and tardiness across multiple grade levels. This pattern suggests a systemic issue with student engagement, attendance accountability, or external factors affecting student participation in school.

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

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

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

Problem Statement 5: Disproportionate Discipline Among Student Groups
Root Cause: The data shows that Hispanic/Latino and Black students are disproportionately represented in disciplinary actions. This raises concerns about equity in behavior management practices and the need for culturally responsive interventions and staff training.

Problem Statement 6: Behavioral Incident Peaks During Specific Months
Root Cause: There are noticeable spikes in disciplinary incidents during certain months (e.g., October, January, March), indicating that students may be experiencing increased stress or disengagement during these periods. This trend suggests a need for proactive support systems aligned with the academic calendar.

Perceptions

Perceptions Summary

Both staff and students experience a strong sense of safety and belonging at GPHS. The school is often perceived as a welcoming and secure environment for learning, characterized by a positive atmosphere that fosters respect and responsibility among students, parents, and staff. While some concerns were noted, such as hallway supervision, restroom access, and communication gaps, these do not appear to undermine the overall favorable climate.

Our school prioritizes inclusive communication with non-English-speaking families through translated materials, bilingual staff and interpreters, multilingual parent liaison, community partnerships, cultural sensitivity training, visual aids and simplified language, multilingual welcome packets, and ongoing feedback mechanisms. These strategies ensure equitable access to information and foster a welcoming environment for all families.

In regards to student discipline, teachers generally feel supported by administration, but there are concerns about the consistency and effectiveness of student discipline. Staff would like more substantial, consistent consequences for repeat behavioral issues and additional training in managing student behavior.

Teachers at GPHS feel well-supported in their daily work. The survey results reflect an overall positive culture and support system.

Perceptions Strengths

Strengths at GPHS this school year include:

1. Campus leaders provide good customer service to stakeholders.

2. GPHS offers consistent support for families and students.

3. GPHS provides communication to guardians in their preferred language.

4. A survey of staff shows they feel safe, supported, and valued.

5. School leaders consider and support the mental health of staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance across the campus needs improvement.
Root Cause: Lack of student understanding the connection between regular attendance, academic success, and earning course credits

Problem Statement 2: Teachers feel administrators are not hard enough on vaping.
Root Cause: Teachers overhear students discussing vaping in restrooms or believe some students return from restroom smelling of smoke.

Problem Statement 3: Consistency of addressing discipline infractions and severity of consequences need to improve to alleviate many problems in the hallways and classrooms.
Root Cause: Staff sometimes expect more severe consequences that are not aligned with discipline flow chart.

Problem Statement 4: There are too many students in the hallways during passing periods.
Root Cause: Bell schedules have been changed to allow extra CTE transition time due to the hallway flow issues. E-Hall pass system is not utilized with fidelity.

Priority Problem Statements

Problem Statement 1: Students in special education programs are under performing academically.

Root Cause 1: Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Attendance across the campus needs improvement.

Root Cause 2: Lack of student understanding the connection between regular attendance, academic success, and earning course credits

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: GPHS scores 4% below the state average in the English 2 STAAR exam.

Root Cause 3: State expectation for ESL and SPED students

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: The 2024-2025 school year has increased student behaviors including chronic absenteeism and tardies.

Root Cause 4: Many disciplinary incidents are related to repeated absences and tardiness across multiple grade levels. This pattern suggests a systemic issue with student engagement, attendance accountability, or external factors affecting student participation in school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Increase test scores in academic areas of achievement.

Root Cause 5: Increase the number of college-ready students through TSIA and ACT

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Increase CCMR and college readiness in all students.

Root Cause 6: Increase TSIA testing weekly on Fridays

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: However, our attendance issue is being late to the first period of the day, and many times being counted absent from their 1st or 5th period.

Root Cause 7: Tardiness

Problem Statement 7 Areas: Demographics

Problem Statement 8: The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average.

Root Cause 8: GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: Our dropout rate was lower in 2022 (7.3%) compared to 2023 (8.1%) which was also above the state (6.3%). We need easier access to dropout, preventive measures. An alternative solution could be early recognition of potential dropout risks.

Root Cause 9: We need to target students that are not involved in ANY program; students that fall through the cracks.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There continues to be a decrease in the number of students considered "career ready"

Root Cause 10: Increased emphasis on TSIA testing has created a lack of focus on other CCMR qualifying areas.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Although significant gains have been made since 2021, scores in Algebra I, Biology, and English I and II have not returned to pre-COVID levels.

Root Cause 11: The structure of these exams has changed since 2019 to include rigorous new item types and both teachers and students are going through an adjustment period.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: In the years 2023 and 2024, there were gaps between our campus overall performance on STAAR and that of our Special Education population.

Root Cause 12: Interrupted schooling due to the COVID-19 pandemic had a more significant effect on the population of Special Education students. The rates of post-COVID chronic absenteeism have impacted the SpEd population more than any other subgroup.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There are gaps between our campus overall performance on STAAR and that of our EB/EL population with the widest gaps in US History and with virtually no gap in Algebra I.

Root Cause 13: Exams that rely more heavily on text based evidence like English and US history.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Furthermore, there is also a gap between our overall campus performance and that of our population of African American students, with the biggest gaps existing in US History (differences of -7% in approaches, +3% in meets, and +16% in masters for 2023), and English II (differences of -7% in approaches, -32% in meets, and -4% in masters for 2023).

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

Problem Statement 14 Areas: Student Learning

Problem Statement 15: In 2023, Galena Park High School earned an 70 scaled score for our graduation rate. Our 5-year graduation rate (92.4%), the highest graduation rate among the 4-year, 5-year, and 6-year rates, was considered for this rating

Root Cause 15: Graduation Rates

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Increase school culture to assist in reducing the high turnover rate of teachers.
Root Cause 16: Low teacher incentives and teacher fatigue
Problem Statement 16 Areas: School Processes & Programs

Problem Statement 18: The graduation rate among African-American students was 90.1%
Root Cause 18: Limited population size and failure to adequately track all graduates.
Problem Statement 18 Areas: Demographics - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

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

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: A decrease in student discipline rates.

Strategy 1 Details		Reviews		
Strategy 1: Discipline will again be assigned to grade level AP's. GPHS will continue the use of electronic referrals that will automatically go to the designated grade level AP. The Associate Principal for Operations will continue to be our Campus Behavioral Coordinator and will be monitoring our behavioral management plan including its effectiveness.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Effective Student Discipline Management Plan **Staff Responsible for Monitoring:** Associate Principal for Operations **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

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

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

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

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 5: The student support services associate principal will provide multiple opportunities for parent engagement at GPHS through Booster Clubs, PTA meetings, Enrichment events, and class meetings. (Open house, Yellow Jacket Roll Call, Etc.)

HB3 Goal

Evaluation Data Sources: Meeting Agendas & Sign - In Sheets

Strategy 1 Details	Reviews			
Strategy 1: GPHS will host Yellow Jacket Roll Call as a Freshman Orientation in Saturday August 9, 2025.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Freshman parents and students will visit GPHS	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal for Student Support Services **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: GPHS will host Open House Thursday September 11, 2025 to allow all parents to visit GPHS and communicate Face to Face with all teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Family Connections	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Associate Principal of Student Support Services. **ESF Levers:** Lever 3: Positive School Culture				

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

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

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

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

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

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

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

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

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

Strategy 3 Details	Reviews			
Strategy 3: Increase students who take ACT/SAT in their junior year emphasizing students who took a EOC prior to 9th grade. Focus on ACT/SAT prep in specific courses for the 2025-2026 school year.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in students taking ACT/SAT and obtaining a passing score based upon accelerated testers cut score. **Staff Responsible for Monitoring:** counselors **TEA Priorities:** Connect high school to career and college				

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase enrollment in dual credit courses for early exposure to college curriculum for GPHS students. **Strategy's Expected Result/Impact:** Increase numbers of successful students in Dual Credit. **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Connect high school to career and college	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
Strategy 1: All students will continue Curriculum Based Assessments and District Assessments to monitor progress, drive instruction and implement interventions. All assessments will be tracked in Eduphoria for data analysis by teachers, specialists, and administrators.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Student Growth and Success **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Identify and provide support/targeted tutorials for bubble students within approaches, meets and masters based upon analysis of assessment data using quintile reports. Specifically focusing on English 2 scores and raising scores for all bubble students.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student performance on EOC exams **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided with content specific staff development regarding curriculum changes/revisions to meet the end of the year course criteria. All assessments are being checked for alignment to the current curriculum and to EOC. TIL training is occurring with EOC teachers 1x month.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student success **Staff Responsible for Monitoring:** Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: GPHS will engage in TIL processes and provide 1 spring planning day for all Core Subject areas. TIL planning is scheduled weekly and half day planning sessions will occur once a month. We will incorporate re-tester classes in the TIL process for the 2025-2026.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student success on EOCS **Staff Responsible for Monitoring:** Department chairs and Associate Principal for C&I **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: GPHS will track all student achievement and set individual student /teacher goals to increase meets/masters level performance. A common student/teacher goal setting form and conference will be completed by teachers and students. The student form focuses on students -	**Formative**			**Summative**

o Identifying concepts students need for review.
o Identifying concepts and not TEKS so students have a specific area to focus on for targeted tutorials.
o Tracking their previous STAAR / Unit 1 assessment score and setting goals for each assessment.
o Provide teachers with a template to help track student growth using quintile report in Eduphoria to compare student assessments from 8th grade Reading to Eng. I or Eng. I to Eng. II
Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from 8th grade math to algebra.
Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from pre-assessment to US History.
Provide teachers with a template to help track student growth using quintile reports in Eduphoria to compare student assessments from Pre-assessment to biology.
 	
    Strategy's Expected Result/Impact: Individual student growth goals will be obtained
    Staff Responsible for Monitoring: Teachers, Associate Principal for C&I
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Sept	**Dec**	**Feb**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students passing and taking AP Courses by increasing teacher training and resources.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in the number of students passing AP Courses.
    Staff Responsible for Monitoring: Associate Principal and Counselors
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
	Sept	**Dec**	**Feb**	**May**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

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

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

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

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

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details		Reviews			
Strategy 1: GPHS will host FASFA/TASFA night for parents and students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students filling out the financial aid application. Seniors meeting the graduation requirement in the fall. **Staff Responsible for Monitoring:** Counselors & Associate Principals **TEA Priorities:** Connect high school to career and college		**Sept**	**Dec**	**Feb**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Meet with all seniors in danger of not graduating and come up with a individual plan for each senior after a senior audit in fall and spring.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase student awareness on graduation requirements **Staff Responsible for Monitoring:** Counselors, Registrar and Associate Principal **TEA Priorities:** Connect high school to career and college					

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Student Achievement and Post-Secondary Readiness

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

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

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Wide Range of Student Opportunities

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

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

Goal 3: Wide Range of Student Opportunities

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

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

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

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Goal 3: Wide Range of Student Opportunities

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

HB3 Goal

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

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

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

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: High Quality Staff

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

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

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

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

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: High Quality Staff

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

Strategy 1 Details			Reviews			
Strategy 1: Share all employee relations services developed by central office staff with GPHS employees.			**Formative**			**Summative**
Strategy's Expected Result/Impact: High satisfaction rating.			**Sept**	**Dec**	**Feb**	**May**
ESF Levers: Lever 3: Positive School Culture						
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue						

Goal 4: High Quality Staff

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

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

○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Use the GPISD developed professional needs survey to identify training areas for staff at GPHS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More personalized professional development opportunities for staff members. **Staff Responsible for Monitoring:** Associate Principals	**Sept**	**Dec**	**Feb**	**May**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

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

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details			Reviews			
Strategy 1: The principal will maintain a budget plan to meet the yearly needs of the campus.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Financial Clerks			**Sept**	**Dec**	**Feb**	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning						

No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The principal will make sure the campus maintains a capital outlay plan to meet the long-term needs of the campus.	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Associate Principal of Operations **ESF Levers:** Lever 1: Strong School Leadership and Planning				
⬤ No Progress　　⭕ Accomplished　　➡ Continue/Modify　　❌ Discontinue				

State Compensatory

Budget for Galena Park High School

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

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

Title I

Campus Funding Summary

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

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