

# Galena Park Independent School District

## Accelerated Center for Education

### 2025-2026 Campus Improvement Plan



**Board Approval Date:** August 11, 2025

# Mission Statement

In our service to at-risk youth, our goal at the Accelerated Center for Education is to enhance academic achievement, encourage responsible citizenship, and provide students with the necessary resources and strategies that will assist them with achieving their educational and personal goals through non-traditional settings.

## Vision

Joyce Zotz Education Center is an academic center that strives to develop citizens with the skills, knowledge, and core values to lead and influence their communities. In 2024-2025 our campus theme is "Believe and Succeed!"

## Value Statement

**Principal, Marcus Morrow**

**Where We Have Been**

**History of Campus Important Changes**

### *The Accelerated Center for Education (ACE)*

ACE evolved from a dropout prevention committee headed by Assistant Superintendent Dr. Shirley J. Neeley. This “school of choice” for at-risk students opened its doors to 60 students in January 1994. The original campus consisted of a two-room portable building located on the San Jacinto College North Campus. Due to the success of the program, ACE moved to its current location at the Joyce Zotz Education Center. The number of students to enter and complete the program has steadily increased over the last twenty years.

### *Center For Success (CFS)*

CFS is GPISD’s Alternative Education Program. Its goal of “Whatever It Takes” is designed to change behavior and provide students with alternative conflict resolution strategies, while maintaining academic success for those students who have been removed from their traditional educational setting for disciplinary reasons. In addition to the principal and assistant principal, the staff consists of certified English/Language Arts, Social Studies, Math, and Science teachers, classroom aides, and a Licensed Chemical Dependency Counselor. CFS accepts students from Elementary, Middle, and High Schools within the district. Students who complete their assigned days in the program return to their home campuses.

### *ACE Night School*

ACE Night School provides an accessible, student-centered, accelerated instructional program to former GPISD students who have left high school without finishing, and current GPISD high school students whose circumstances indicate a high risk of not graduating. Through flexible scheduling, individualized instruction, personalized academic guidance, and consistent monitoring, the program provides an academic pathway to graduation and ultimately lifelong learning and productive citizenship.

Also, ACE Night School offers a tuition-based program for students of Galena Park High School and North Shore Senior High for students who elect to attend in the evenings to take and receive credit for high school courses in addition to the ones they take during the regular school day. the program provides STAAR testing and STAAR tutorial programs for students still needing those exams to graduate.

## NAC

The New Arrival Center (NAC) is designed to meet the needs of those students who are entering U.S. schools for the first time. The students will be taught language in an interactive environment that scaffolds instruction appropriately for beginning English language learners. New Arrival Center students will be taught how can give to English language learners.

### **Attendance/Dropout/ Completion Rate/College Readiness Data**

**Attendance:** ACE Average Daily Attendance: About 79% for students from GPHS and about 80% for students from NSSH

**Dropout Rate:** ACE is a program, and all information concerning the dropout rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

**Completion Rate:** ACE is a program, and all information concerning completion rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

### **Based on a review of data available, CPAC adopted the Board approved goals:**

1. Mental, Physical, and Emotional Safety and Health for all students and staff
2. Student Achievement
3. Variety of Student Opportunities
4. High Quality Staff
5. Parental/Community Involvement

## Survey Data

In addition to staff development in the content areas, staff members expressed an interest in receiving staff development in the areas of:

Early Interventions

Instructional and Discipline Strategies

Understanding the needs of students and poverty

Increasing Literacy

Implementing technology in the classroom

Identifying drug use in students

Response to Interventions

Parent participation in events



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# Comprehensive Needs Assessment

Revised/Approved: June 17, 2025

## Demographics

### Demographics Summary

Joyce Zotz Education Center currently has one Principal. The principal oversees four alternative programs: Accelerated Center for Education (ACE/Night), New Arrival Center (NAC), and Center for Success (CFS).

ACE/NAC currently has an Associate Principal, Counselor, Registrar, Special Education Teacher, 11 Regular Education Teachers, an Attendance/PEIMS/Truancy Clerk, a Teacher Aide, and 3 Paraprofessionals. Students attend two to four instructional classes each day, depending on individual student schedules. Students receive instruction via Edgenuity Credit Recovery or through direct teacher instruction, or via Google Classroom. Each teacher is given a conference period and a duty-free lunch each day. Additionally, accelerated and credit recovery classes are offered at night from 5:00 p.m. – 8:00 p.m. three times throughout the year.

CFS currently has an Associate Principal, 6 High School Teachers, 2 Middle School Teachers, a Chemical Dependency Counselor, and 2 Teacher Aides. Each teacher is given a conference period and a duty-free lunch each day.

ACE Night School operates as an extension of ACE and has a Counselor. Staffing is based on student enrollment maintained through GPISD employee extra-duty.

### ACE Student Demographics for 2024-2025:

Zotz served approximately:

We average the number of students at Zotz: GP-100 and NS-155

254 Total students through ACE Day School, Night School, and EOC Tutorials Programs Combined

165 Students in the ACE Day School Program

82 Students in the ACE Night School Program

7.5% African American

92% Hispanic

2% White

.5% Other

52% LEP

6% SPED



## Demographics Strengths

### Strengths

- Student support services programs.
- Bilingual meetings during the day
- Accelerated Instruction
- We have teachers and students from different backgrounds
- We have people from all different walks of life to come and share their life stories.
- We also have different industries come to our career days

# Student Learning

## Student Learning Summary

### ACE Fall 2024 EOC Percent Score:

ENG 1 - 42%

ENG 2 - 31%

ALG - 63%

BIO - 82%

USH - 82%

### Student Learning Strengths

- State and local assessments are improving yearly.
- Students are trusting staff more and opening up to them and letting them know what they are and are not learning and understanding in the classroom.

# School Processes & Programs

## School Processes & Programs Summary

### **Instruction and Curriculum:**

- District-provided Curriculum Scope and Sequences
- The district provided Curriculum Maps with associated Lesson Plans and Resources
- Instructional Professional Development
- Campus-Based Assessments (District and Teacher Created)
- GREAT

### **Personnel (Recruit, Support, and Retain):**

- New Teacher District and Campus Mentor Programs
- Targeted Professional Development
- Content Team Planning
- Incentive-Based Programs for Academic Achievement and Attendance
- Open Door Administrative Policy
- Teacher Appreciation Week
- Staff Appreciation Week
- TTESS Goal Setting and Coaching Cycles with Campus Administrators and Specialists
- EOC Tested Areas-- proximity to one another on campus to encourage collaboration

**Organizational and Administrative:**

- Weekly Administrative Team Meetings
- Monthly Department Chair Meetings with the Associate Principal of Curriculum and Principal
- Monthly Faculty Meetings
- Content Team Planning Meetings
- Each department is assigned to a campus Administrator
- Weekly Operation Activities provided to all staff members
- Campus Calendars
- Daily morning and afternoon announcements
- Campus Website, TVs, Marquee, and Campus Call-Outs display pertinent information for staff and students

**School Processes & Programs Strengths**

- Staff Retention-- ACE has maintained a 97% retention rate in the past 3 years
- Campus Communication for parents, students, faculty, and community members through call-outs, campus website, flyers, and marquee
- Content Team Planning and Curriculum Support systems

# Perceptions

## Perceptions Summary

ACE has created a family-oriented environment, positively welcomes parents/community members at school, and assists with meeting student/family needs.

## Perceptions Strengths

ACE welcomes everyone with open arms, we treat everyone like family, and we love being a part of the community.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

# Goals

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

**Performance Objective 1:** Ensure all students and staff know the standard response protocols for responding to emergencies

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

**Performance Objective 2:** Ensure security of campuses/district facilities with full-time police officers

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

**Performance Objective 3:** Ensure compliance with state and federal student discipline requirements and reduce repeat discipline incident rates

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





**Performance Objective 4:** Provide appropriate mental, physical, and emotional health supports and services for students and staff

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

**Performance Objective 5:** Stop Vaping

**High Priority**

**Evaluation Data Sources:** The number of referrals for vaping.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educate parents, students, and staff on current vaping information.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of referrals for vaping per 6 weeks.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.51</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Student Achievement and Post-Secondary Readiness

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

**High Priority**

**Evaluation Data Sources:** The number of students who have CCMR.





**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 2: Start having students graduate with Dual Credit (college hours).**

**High Priority**

**Evaluation Data Sources:** The number of students enrolled.

The number of students passing the class.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Curriculum AP, the Counselor, the teachers, and the Registrar all work together to help our students succeed in their new college courses that are being offered on our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of students that have Dual Credit (college hours) on our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal/Counselor/Registrar</p> <p><b>Title I:</b> 2.51, 2.52</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 3: Improve STAAR EOC scores for Eng. 1 and Eng. 2**

**High Priority**

**Evaluation Data Sources:** Check attendance in tutorials and compare students test scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will attend tutorials twice a week for a semester or until they take their STAAR EOC Eng. 1 and/or Eng. 2.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR/EOC Eng I scores will improve from 16.95% approaches to 19% approaches. (2025 scores) STAAR EOC Eng II scores will improve from 31% approaches to 33% approaches (2025 scores)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Specialist</p> <p><b>Title I:</b> 2.51</p>	Formative			Summative
	Sept	Dec	Feb	May





 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 4: Improving Attendance**

**High Priority**

**Evaluation Data Sources:** Check attendance daily, weekly, monthly, every grading period, and semester.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reward students by providing incentives and mentorship program each six weeks when attendance goal is met.  <b>Strategy's Expected Result/Impact:</b> Improve attendance each 6 weeks by 1% from 2024-2025 school year:                      1st Six Weeks: 88% to 89%                      2nd Six Weeks: 88% to 89%                      3rd Six Weeks: 82% to 83%                      4th Six Weeks: 74% to 75%                      5th Six Weeks: 76% to 77%                      6th Six Weeks: 73% to 74%  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor/PEIMS Clerk</p> <p><b>Title I:</b> 2.51</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host multiple meetings, throughout the year, with parents to go over graduation plans, grades, attendance, discipline, plans for after graduation, and different things happening on campus.  <b>Strategy's Expected Result/Impact:</b> Improve attendance by 1% each 6 weeks from the same 6 weeks from the previous year  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor/PEIMS Clerk</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 5: Help Special Education and Emergent Bilingual Students Improve on State Testing**

**High Priority**

**Evaluation Data Sources:** Administrators and Specialist will visit often with the specific teachers that are doing the "Small Group Teaching" and the "Test Taking Strategies", meet as a group to see what is and isn't working, and then come up with the best solution for our students.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize small group instruction in order for teachers to be able to focus on students' IEPs for special education students and instructional accommodations for emergent bilingual students in order to help master TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Eng. 1 / Eng. II STAAR EOC Scores for Special Ed students will improve 1%. Eng. 1/Eng. II STAAR EOC Scores for Emergent Bilingual students will improve 1%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Specialists</p> <p><b>Title I:</b> 2.53, 2.533</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Work with students to teach them multiple strategies when taking a test.</p> <p><b>Strategy's Expected Result/Impact:</b> State Test Scores will Improve</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists, Teachers</p> <p><b>Title I:</b> 2.53, 2.533</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 6: Help All Students meet the challenging academic standards through high quality curriculum**

**High Priority**

**Evaluation Data Sources:** Provide teachers with staff development that will help all students meet the challenging academic standards through high quality curriculum..

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ALL students will receive high quality instruction by providing teachers with staff development and instructional materials that will help all students meet the challenging academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR/EOC Eng I scores will improve from 16.95% approaches to 19% approaches. (2025 scores) STAAR EOC Eng II scores will improve from 31% approaches to 33% approaches (2025 scores)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialist, Teachers</p> <p><b>Title I:</b> 2.51</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assign a mentor for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students grades, attendance, discipline, etc. improve in school and outside of school students become well rounded, caring, better citizens.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.51</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 7: Address the needs of students who are at-risk of not meeting state academic standards**

**High Priority**

**Evaluation Data Sources:** Attendance Sheets

Students assigned to attend tutorials during school (Push-In's, Pull-Out's)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide tutorials and interventions to at-risk students (Before School, After School, Push-Ins, Pull-Outs, Etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of At-Risk students will receive tutorials/interventions resulting in an increase on state assessments:                      STAAR/EOC Eng I scores will improve from 16.95% approaches to 19% approaches. (2025 scores)                      STAAR EOC Eng II scores will improve from 31% approaches to 33% approaches (2025 scores)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.53</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 3:** Provide a Well Rounded Education for All Students

**Performance Objective 1:** Increase opportunities for all students to have access to adult mentors

**High Priority**

**Evaluation Data Sources:** Meeting Sign-In Sheets





Promote and Advertise the opportunities that are on campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide adult mentors from both GPISD as well as community members to all students in order to foster relationships and expose students to outside opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Improve attendance by 1% each 6 weeks from the same 6 weeks from the previous year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Assistant Principals, Teachers</p> <p><b>Title I:</b> 2.52</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Provide a Well Rounded Education for All Students

**Performance Objective 2:** Increase field trips for all students.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to provide a well rounded education, students will be provided the opportunity to attend field trips to colleges and businesses to learn about programs, degrees and trades offered.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have attended at least one of the provided field trips offered through out the year.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs/Assistant Principal/Principal/Principal Secretary</p> <p><b>Title I:</b> 2.52</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** High Quality Staff

**Performance Objective 1:** Increase employee retention by 1%

**Goal 4: High Quality Staff**

**Performance Objective 2:** Maintain an employee satisfaction rate of 80% or higher for HRS/Employee Relations Services

**Goal 4: High Quality Staff**

**Performance Objective 3:** Provide relevant and appropriate PD opportunities to increase internal advancements/promotions and employee retention

**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

**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 2:** Maintain a positive Fund Balance sufficient to support District progress and ensure fiscal soundness in future years

**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 3:** Develop and implement LifeCycle replacement and Long Range plans to maintain excellent facilities and equipment

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

The ACE CPAC Committee first met on **March 25, 2025**, to introduce members, review CPAC expectations and decide on data to review. On **April 22, 2025**, the committee reviewed attendance, discipline, and previous STAAR scores. The committee broke out into 5 different groups and those groups looked at each of the subjects that were voted on; vaping, attendance, and testing. Each group was asked to use the "5 Whys?" to come up with the root analysis to why our data was like it is for each of the areas. After each group shared, they were then asked to come up with 2 solutions on how to improve each of the subjects. Once the groups came up with the solutions, they were asked to share. The solutions that the groups came up with, was then put into a Google Form to be voted on by the committee members. Based on the CNA, the areas of focus will be:

1. Increase attendance
2. Improve STAAR EOC for English I and English II
3. Reduce incidents of vaping.

After meeting on **June 10, 2025**, CPAC created strategies for the areas that are allowable and reasonable under Title I (including #1 and 2 above) as well as increasing achievement for all students, focusing efforts on at-risk students, and providing a well rounded education.

### 1.2: Location for Evidence of Multiple Meetings Held

Title I/CPAC Agenda Meeting #1 2025-26

3/25/25

4:00PM

ACE Cafeteria

- Welcome/History/Purpose - Morrow
- Student Profile - Morrow
- Testing – Curtis
- Attendance/Discipline – Lane
- Graduation Requirements/CCMR – Lewis
- Family Engagement – Adams
- Success Strategies – Morrow
- Accountability Rating – Lalor
- Google Form:
  1. what did you Know, what do you Want to know, what did you Learn (KWL)
  2. Challenges?
  3. Proud of?

**2025-26 Title I Meeting 3.25.25 Minutes**

**Meeting Start Time: 4:08PM**

1. Welcome/History/ Purpose
2. Student Profile
3. Testing
4. Attendance/Discipline
5. Graduation Requirements/CCMR
6. Family Engagement
7. Success Strategies
8. Accountability Rating
  1. Will students be able to graduate? - Yes
  2. Who gives out the accountability ratings? – TEA
9. We Want to Hear from You...
  1. Team members filled out a google form through an electronic device so that we can get data back for the next meeting.

Next Meeting tentatively scheduled for April 22, 2025

**Meeting End Time: 4:51PM**

<b>ACE</b>	
<b>CPAC Meeting</b>	
<b>Name</b>	<b>Role</b>
Sandra Salge	Teacher
Haylin Pruitt	Teacher
Gloria Reche	Teacher
Jessica Flatt	Teacher
Gisselle M Alcazar	Teacher
Kresha Lane	Other School Leader
Erica Lewis	Other School Leader
Shandra O Adams	Staff Member
Deoniarra Z Parrish	Staff Member
Shelia M Curtis	Staff Member

<b>ACE</b>	
Carmen Gutierrez	Paraprofessional
Lisa Thibodeaux-Thompson	Paraprofessional
Jetzabel Salazar	Paraprofessional
Jessica C Huerta	Paraprofessional
Angi Williams	Community Member
Michael Williams	Community Member
Ronnie Henney	Community Member
Paula Henney	Community Member
Beverly Miller	Community Member
Valerie Rodarte	Parent
Cecelia Martinez	Parent
Jesus Herrera	Parent
Donavonnie Britton	Parent
Maria Segura	Parent
Marisela Flores	Parent
Suleyma Escobar	Parent
Holli F Malloy	District Level Administrator
Seretha R Augustine	District Level Administrator
Amy B Cole	District Level Administrator
Sherrhonda Hunter	District Level Administrator
Marcus Morrow	Principal
*The campus only has one principal.	

**Title I/CPAC Agenda Meeting #2 2025-26**

**4/22/25**

**10:00AM**

**ACE Cafeteria**

- Welcome - Morrow
- Data to Review – Lane, Curtis
- Root Cause Analysis – Lewis
- Strategies - Adams

**2025-26 Title I Meeting 4.22.25 Minutes**

**Meeting start time 10:13 AM**

1. Welcome
2. Data to review - Attendance, Vaping, Testing
3. Root to Analysis - Group work/Presentation
4. Strategies
5. Questions / Comments:
  - Advisory committee/Principal Advisory Board/Student Lead Assembly
  - Summation Implement Parent Academy/Breakout sessions at Parent academies to go over the different data points: testing, vaping, attendance/Have a meeting on the North and South side of the district
  - Asking how students are able to express how they learn and how to make testing better. Give students a test to see, how they learn.

**Meeting End Time: 11:51 AM**

<b>ACE</b>	
<b>CPAC Meeting</b>	
<b>Name</b>	<b>Role</b>
Sandra Salge	Teacher

<b>ACE</b>	
Haylin Pruitt	Teacher
Gloria Reche	Teacher
Jessica Flatt	Teacher
Gisselle M Alcazar	Teacher
Kresha Lane	Other School Leader
Erica Lewis	Other School Leader
Shandra O Adams	Staff Member
Deoniara Z Parrish	Staff Member
Shelia M Curtis	Staff Member
Carmen Gutierrez	Paraprofessional
Lisa Thibodeaux-Thompson	Paraprofessional
Jetzabel Salazar	Paraprofessional
Jessica C Huerta	Paraprofessional
Angi Williams	Community Member
Michael Williams	Community Member
Ronnie Henney	Community Member
Paula Henney	Community Member
Beverly Miller	Community Member
Valerie Rodarte	Parent
Cecelia Martinez	Parent
Jesus Herrera	Parent
Donavonnie Britton	Parent
Maria Segura	Parent
Marisela Flores	Parent
Suleyma Escobar	Parent
Holli F Malloy	District Level Administrator

# ACE

Seretha R Augustine	District Level Administrator
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Amy B Cole	District Level Administrator
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Sherrhonda Hunter	District Level Administrator
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Marcus Morrow	Principal
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\*The campus only has one principal.

## **Title I/CPAC Agenda Meeting #3 2025-26**

**6/10/25**

**10:00AM**

### **ACE Cafeteria**

- Welcome
- Activities/Goals to Focus on For the 25-26 School Year
  - Improving Attendance
  - Improving Test Scores
  - Stop Vaping
  - Help All Students Meet the Challenging Academic Standards Through High Quality Curriculum
  - Help All At-Risk Students that are Failing
  - Help All Special Education and Emergent Bilingual Students Improve on State Testing
- Questions/Comments

**2025-26 Title I Meeting 6.10.25 Minutes**

## **Initiate the Meeting**

Thank you for coming. Speculator graduation last night, Monday June 9, 2025, some students walked with NSSH or GPHS. Today we will work on our focus areas based on data review:

### **1. Improving Attendance**

Check attendance daily and oversee the 6 weeks improvement. Having multiple meeting throughout the school year with parents, guardians, students, and staff.

Vote: Yes

### **2. Improving Test Scores in English I and English II STAAR EOC**

Reward students for attending tutorials.

Vote: Yes

### **3. Stop Vaping**

Educate students, parents, guardians and staff with the most updated vaping tools.

### **4. Help At-Risk Students**

Provide tutorials/pull outs before and after school for students. Provide well-rounded education for all students. All students having access to adult (staff) mentors. Increase field trip to all students, for example for all seniors go to college, university and trade school. Future leaders can be a group for student and CTE will cover the group overview. Need to get with Mr. Green and Mr. Sherrard to oversee and introduce the groups for students.

### **5. Help All Students Improve in the Classroom and Out of the Classroom**

Having high quality curriculum for all students. ADA period will be a set time frame to mentor students. Everything must be turned in July 1<sup>st</sup>. CFS teachers can have Mentor Monday for teachers to visit any students regarding vaping and anything else. Being able to give students more than one mentor, trying to solve every student that have needs or wants. Summer school students can't or don't know their own test scores nor do they ask for help. Students don't know how many credits they have or need in order to graduate. Having a family involvement to look over transcript and understand how to read them, how to manage skyward and anything else they need assistances in.

Questions/Comments

Anything else? "No" Next Meeting will be until August or September. Thank you all for being here.

### **6. Increasing Scores of Subpops on English I/English II: Special Education and Emergent Bilingual**

Provide professional development for teachers to help all SPED and ESL students during state testing with all accommodations. Working with students to teach them multiple strategies.

At the end of the second meeting, the committee decided to focus on improving STAAR EOC scores for Eng. 1 and Eng. 2 by 2% from the previous year. We also decided to focus on improving attendance by 1% each 6 weeks from the same 6 weeks from the previous year and to help all students meet the challenging academic standards through a high quality curriculum by providing teachers with staff development opportunities. For our SPED and emergent bilingual students, we will help them improve on STAAR EOC scores for Eng. 1 and Eng. 2 by 1% from the previous year. ACE will provide a well rounded education for all students by showcasing different opportunities throughout the school year.

**10:41am: Meeting concluded**

ACE	
CPAC Meeting	
Name	Role
Sandra Salge	Teacher
Haylin Pruitt	Teacher
Gloria Reche	Teacher
Jessica Flatt	Teacher
Gisselle M Alcazar	Teacher
Kresha Lane	Other School Leader
Erica Lewis	Other School Leader
Shandra O Adams	Staff Member
Deoniara Z Parrish	Staff Member
Shelia M Curtis	Staff Member
Carmen Gutierrez	Paraprofessional
Lisa Thibodeaux-Thompson	Paraprofessional
Jetzabel Salazar	Paraprofessional
Jessica C Huerta	Paraprofessional
Angi Williams	Community Member
Michael Williams	Community Member
Ronnie Henney	Community Member
Paula Henney	Community Member
Beverly Miller	Community Member
Valerie Rodarte	Parent
Cecelia Martinez	Parent
Jesus Herrera	Parent
Donavonnie Britton	Parent
Maria Segura	Parent
Marisela Flores	Parent
Suleyma Escobar	Parent

<b>ACE</b>	
Holli F Malloy	District Level Administrator
Seretha R Augustine	District Level Administrator
Amy B Cole	District Level Administrator
Sherrhonda Hunter	District Level Administrator
Marcus Morrow	Principal
*The campus only has one principal.	

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CPAC will meet on **October 14, 2025**, **December 16, 2025**, **February 13, 2026**, and **May 5, 2026**, to review, monitor, and revise the CIP. On **March 6, 2026**, we will meet to discuss, revise, and approve the budget for the **2026-2027** school year.

### 2.2: Stakeholders 1114(b)(2)

Sandra Salge Teacher

Gloria Reche Teacher

T'Erra Brown Teacher

Jessica Flatt Staff Memeber

Gisselle M Alcazar Teacher

Kresha Lane Other School Leader

Christina Hernandez Other School Leader

Shandra O Adams Staff Member

Deoniar Z Parrish Staff Member

Carmen Gutierrez Paraprofessional

Lisa Thibodeaux-Thompson Paraprofessional

Jetzabel Salazar Paraprofessional

Angi Williams Community Member

Michael Williams Community Member

Ronnie Henney Community Member

Paula Henney Community Member

Beverly Miller Community Member

Valerie Rodarte Parent

Cecelia Martinez Parent

Jesus Herrera Parent

Donavonnie Britton Parent

Maria Segura Parent

Marisela Flores Parent

Suleyma Escobar Parent

Holli F Malloy District Level Administrator

Seretha R Augustine District Level Administrator

Amy B Cole District Level Administrator

Sherrhonda Hunter District Level Administrator

Marcus Morrow Principal

\*The campus only has one principal.

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

The CIP will be available to parents and community members in the following locations: front office, campus website, and at the GPISD Administration.. The goals of the CIP will be available in English and Spanish. A copy of the CIP will be available in English and Spanish. Parents will be given information on how to access our campus CIP through email, school letters, school broadcast, etc.

## **2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)**

### **Attendance Strategies**

- Have multiple meetings, throughout the year, with parents to go over graduation plans and about different things happening on campus
- Home Visits
- Field Trips
- Fun Friday's

### **Testing Strategies**

- Mandatory Tutorials
- Reward students through tutorials, growth, DA's, testing, etc.
- Teach Different Test taking Strategies
- Allow students to celebrate teachers

### **Vaping Strategies**

- Educate parents, students, and staff on current vaping information
- Staff Training
- Counseling for students and parents
- Community Involvement