

Galena Park Independent School District

North Shore Elementary School

2025-2026 Campus Improvement Plan



Board Approval Date: August 11, 2025

Mission Statement

The mission of North Shore Elementary is to prepare our students to become well rounded productive citizens and lifelong learners in society.

Vision

The vision of North Shore Elementary is to empower all students to succeed through high academic standards, collaboration, and community engagement.

Value Statement

History

North Shore Elementary (NSE) was constructed in 1961. It is the largest of 15 elementary campuses in the Galena Park Independent School District. Located at 14310 Duncannon (on the corner of Woodforest and BlackRock). In the 2018-2019 school year, NSE opened the doors to its new building. The campus has been served by four principals: Jim Palmer (1961-1962); Lewis Zelenevitz (1962-1987); Joyce Weir (1987-2007); and currently, Esmeralda Perez. (2007-Present)

North Shore Elementary is committed to the education and well-being of all our students.

At North Shore Elementary, our mission is to prepare our students to become well-rounded, productive citizens and lifelong learners in society. Guided by our vision to empower all students to succeed through high academic standards, collaboration, and community engagement, we strive to create a supportive and inclusive environment. Through our adherence to the district's character education program, we foster essential values and life skills. Additionally, we enrich our students' experiences with engaging clubs and family nights, promoting social growth, academic excellence, and strong community bonds. By working together, we aim to equip our students with the knowledge, skills, and character necessary to thrive in an ever-changing world.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 10

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Goals 14

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff 14

Goal 2: Student Achievement and Post-Secondary Readiness 17

Goal 3: Students at North Shore Elementary will experience a wide range of enrichment opportunities. 19

Goal 4: High Quality Staff 20

Goal 5: Excellent Operational and Fiscal Support and Responsibility 24

Title I 27

2024-2025 Campus Site-Based Committee 28

Comprehensive Needs Assessment

Revised/Approved: June 16, 2025

Demographics

Demographics Summary

North Shore Elementary (NSE) is the largest of 15 elementary campuses in the Galena Park Independent School District. It is located at 14310 Duncannon (on the corner of Woodforest and BlackRock), in Houston TX, 77015. North Shore Elementary has an enrollment of 925 students, it is considered a Title I campus. Our campus is enrolled in the Universal Free Breakfast Program. The school services Pre-K to 5th grade students. The school offers a variety of special education programs like : Life Skills, BEST(Behavior and Emotional Support Teacher), Resource, Co-Teach and other programs such as Gifted & Talented, 504, Dyslexia, and Tiered Intervention programs (MTSS) are also in place for our students. We have seen an increase in McKinney Vento students and continue to see an increase in our mobility rate from students living in the Lafayette Village Apartments. North Shore Elementary's mobility rate is 15%, which enables us to help track students from Pre-K through 5th grade. We are able to make a difference and help students be successful. Our EB population is 49.8%. The at risk percentage of dropping out of school is 72.5%. Our average daily attendance is 94.55%. Our economically disadvantaged population is 89.3%. For our most recent state assessment performance, NSE is ranked in the districts' top 10 elementary schools; additionally, the school is ranked among the top 50% in the state of Texas. The current campus administrator, Mrs. Esmeralda Perez, has been the building Principal for the last 17 years. Under her leadership, the campus has received exemplary ratings and many other distinctions and awards over the years.

North Shore Elementary demographics:

| | |
|-------|----------------------------|
| 10.7% | African American |
| 84.8% | Hispanic |
| 3.3% | White |
| 0.2% | American Indian |
| 0.4% | Asian |
| 89.3% | Economically Disadvantaged |

Student/Teacher ratio: 16.2

100% of students receive a free or discounted lunch

North Shore Elementary School employs 71 full-time teachers.

Extracurricular activities for all student populations include the Communities in Schools, Boys Club, Girls Club, Soccer Club, Honors Choir, Hand Bells, Robotics, Tech Club, Art Club, Dance Team, Honor Society, and Student Council.

Demographics Strengths

Our demographic strengths include high academic achievement, strong community and parent involvement, and a myriad of enrichment experiences. School Clubs, District Workshops for all content/grades, student/family/community services provided by the School Counselor, Houston Food Bank Buddy program and Brighter Bites, tutorials, MTSS, to target academically at risk students. All staff at North Shore Elementary completes their required GT hours on a yearly basis. We have included the assistance retire rehires to work with small groups to assist us in closing academic gaps.

NSE received 2nd place for the Do The Math Challenge (district-wide). NSE is also a Purple Star designated school, signifying our commitment to military family related students. Much of our success is attributed to full campus participation and commitment and the support of our parents.

We also remain consistent with the process for identifying homeless students, utilizing district resources for addressing attendance issues, ensuring the success of students identified as low socio-economic and providing free breakfast and lunch for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: North Shore Elementary is experiencing a large number of incoming new arrival students from different countries and/or surrounding states and cities that are not performing on grade level.

Root Cause: These students have little to no previous school experiences or have inconsistencies in their academic career.

Student Learning

Student Learning Summary

North Shore Elementary continues to excel academically. The 24-25 school year data showed that NSE performed at or above district and state averages in all tested areas. Our special Education populations will continue to be a focus due to experiencing a large influx of special needs students. Due to this growth, we have increased our special education staff to include four resource teachers, two life skills teachers, two BEST (Behavior) teachers, and two intervention teachers. Board goals were met in grades 1st - 3rd grade for the past two years in a row. This year we focused on making adequate growth on Kindergarten reading and math board goals. While the state averages increased for the year 24-25 for all tested subjects NSE continued to outscore district and state in all tested areas. Our focus for the upcoming year will be to increase Meets and Masters scores in all tested subject areas.

23-24 STAAR Scores

| | 3RLA AVG points | 3M AVG points | 4 RLA AVG points | 4M AVG points | 5RLA AVG points | 5M AVG points | 5SCI AVG points |
|-------|-----------------|---------------|------------------|---------------|-----------------|---------------|-----------------|
| State | 46 | 40 | 49 | 44 | 53 | 48 | 26 |
| NSE | 44 | 44 | 49 | 48 | 60 | 55 | 27 |

24-25 STAAR Scores (Preliminary Scores - Not final)

| | 3RLA AVG points | 3M AVG points | 4 RLA AVG points | 4M AVG points | 5RLA AVG points | 5M AVG points | 5SCI AVG points |
|-------|-----------------|---------------|------------------|---------------|-----------------|---------------|-----------------|
| State | | | | | | | |
| NSE | 48 | 44 | 45 | 49 | 59 | 54 | 36 |

Student Learning Strengths

Campus Instructional Coaches and Specialists serve students and teachers with instructional support/lesson modeling. Teachers focus on student growth in all content areas, Co-Teaching is implemented, low student retention rates, reading Master's level is increasing, math Master's level is also increasing, and teachers base instruction on student data. In addition, our teachers and students are becoming more comfortable using technology, and they are seeking more data-driven instructional planning.

- School support sessions with Campus Instructional Coaches to assist with Curriculum Corner plans
- Push-in/pull-out instructional groups
- Fact Fluency/STEM Lab
- IPAD Implementation
- Data-driven decision-making by administrators, teachers, and CICs (DDI)
- Progress Monitoring
- Modeling & Coaching
- District Competition
- Meets-to-Masters Interventions
- MTSS Interventions
- TRI Interventions
- Balanced Literacy/Anchor Charts (Campus Focus)
- College Tutors
- Retired Re-hires Guided Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More Emergent Bilingual students are not exiting the language program (scoring Advanced High in all areas).

Root Cause: Students need more opportunities to practice writing, speaking (recording) and expressing themselves in English.

School Processes & Programs

School Processes & Programs Summary

This year NSE has formed a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. NSE teachers are also held accountable for implementation with fidelity. A variety of assessments are used to assist in making instructional decisions that impact student academic success. The assessment data is also used to provide needed interventions and instructional planning. NSE teachers and instructional coaches collaborate to discuss the results of the data and the effectiveness of the implemented interventions (DDI).

School Processes & Programs Strengths

- Planning vertically and horizontally
- Data-driven decisions based on student achievement
- Making necessary interventions for student success
- Tutorials are offered in grades Kinder through 5th, with a special emphasis on the Meets to Masters student groups
- Math and Reading camps
- Math, Science and Literacy Family Nights
- Science lab and writing lab
- Increased intervention time with CICs
- Pull outs from designated staff members (MTSS, Resource, and extra help personnel)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Schedules and group size for maximizing student interventions are often difficult to create and maintain.

Root Cause: Too few interventionists to implement scheduling for special populations (MTSS, Special Education, dyslexia, ect.).

Perceptions

Perceptions Summary

North Shore Elementary is rich in culture and traditions and provides a friendly, diverse, and welcoming climate to families.

The School Culture and Climate Committee found that parent involvement has been very strong and responsive over the years. We know that increasing parent involvement in areas such as PTA would greatly improve our volunteerism and involvement in school activities and classroom support. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them opportunities to serve in leadership roles on the PTA board, and including relevant school information at meetings, would encourage parents to join PTA and remain involved in their child(ren)'s education at NSE.

The students enjoy participating in our many programs that enrich our student's educational experience, which include the Fall Festival, Winter Fest, Polar Express Day, Friendship Dance, STEM Night , Literacy Night, Talent Show, Field Day, Pancakes for Grandparents, Dads take your children to school, Thanksgiving Lunch, Parent Pot-Luck with the Principal, and Parent volunteer opportunities.

The School Culture and Climate Committee also examined discipline concerns and found that discipline problems occurred most frequently during dismissal procedures (in the hallways and on the bus) and during lunch (in the cafeteria). The committee determined that by focusing on a consistent Campus-wide Discipline Plan (Caught Being Good) with fidelity, we will minimize discipline infractions at NSE Elementary.

Our Foundations Committee is continuously working to help make NSE a safe place for all students and staff. Students and parents are aware of the expectations of our school through the G.R.E.A.T. framework procedures and expectations of NSE and GPISD.

Perceptions Strengths

- Students and staff motivation to improve our school attendance
- Monthly grade-level meetings with administrators
- Weekly calendars (Week at A Glance) to inform teachers of all campus and district staff development and activities
- Campus goals are aligned with the goals of the district
- Family-oriented atmosphere and working environment for our staff and teachers
- Building good relationships among teams and coworkers
- Teachers and staff are 100% highly qualified
- Quality mentoring program and support network
- Parent communication through various methods in both languages (Flyers, Calendars, and Social Media)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lower grade teachers feel a lack of disciplinary support.

Root Cause: Due to their age and diverse needs of these students some consequences are not appropriate.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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





Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: 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 fall semester. Drills will be scheduled and conducted to ensure staff and students have practice and know what to do. Strategy's Expected Result/Impact: All staff and students will be aware of our standard protocols and correct responses. Staff Responsible for Monitoring: Principal, Assistant Principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide internet safety instruction to staff and students. Strategy's Expected Result/Impact: Campus safety and security Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Teachers will be trained using the Catapult application. Teachers will be asked to download the application Catapult either on their phones or in their classroom desktop. All drills will be conducted using the Catapult app. Strategy's Expected Result/Impact: All staff will be trained and familiar with the Catapult app, our standard protocols, and correct responses. Staff Responsible for Monitoring: Principal, Assistant Principals, emergency operations team. | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





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

Performance Objective 2: Maintain a healthy environment so staff and students can thrive and be productive.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Promote the use of C.H.A.M.P.S., Pony PRIDE, Caught Being Good, and Fundamental 5 strategies to manage student behavior. Strategy's Expected Result/Impact: Effective Student Discipline Management Staff Responsible for Monitoring: Assistant Principals, All Staff | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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

Performance Objective 3: All campuses will provide social and emotional support through various programs

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Promote the use of our Social Emotional Learning Lessons, Boy's Club, and Girl's Club. Strategy's Expected Result/Impact: Positive self image and interactions with others Staff Responsible for Monitoring: Counselor, Communities In Schools Rep., Club Sponsors | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase college awareness and introduce a variety of colleges and universities students can attend.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: College Showcase of College/University flags. NSE staff members will showcase their attended college(s). Career inventory survey to 4th - 5th grade students in the spring semester. Host a College Spirit day each (Wednesday); students and staff may wear college shirts. Provide information to students and families regarding the importance of regular school attending and completing high school. Partnership with San Jacinto College - Upward Bound representative to inform parents and students about college opportunities. Invitation of parents and student to district college night.</p> <p>Strategy's Expected Result/Impact: Students and families will learn about the importance of attending school everyday and graduating from high school. In addition, they will gain college-readiness, awareness, financial literacy and knowledge of other post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals , Counselors, All Teachers and Staff.</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Kindergarten and 1st grade parent orientation to inform parents about the EOY expectations for these grade levels.</p> <p>Strategy's Expected Result/Impact: Students will have a stronger academic base to build upon as their education advances. More students will be promoted as opposed to retained or placed. In addition, more parents will be aware and satisfied with their child's academic progress or lack thereof.</p> <p>Staff Responsible for Monitoring: Teachers, CICS, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 2: Improve state test scores in all categories with an emphasis in reading and science.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Implement a data-analysis system in which teachers may gain and implement knowledge of the TEKS rigor and how they are utilized to develop district and state assessments, through DDI meetings. Strategy's Expected Result/Impact: Teachers will establish data-driven conversations and make instructional decisions that will impact student learning through lesson plans and practice. Staff Responsible for Monitoring: Teachers, CICs, Principals, Assistant Principals TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





Goal 3: Students at North Shore Elementary will experience a wide range of enrichment opportunities.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Encourage more students to participate in fine arts clubs such as: Art Club, Hand Bells, Honor Choir, and Dance Club. Strategy's Expected Result/Impact: Students can discover their individual interests and cultivate their talent. Staff Responsible for Monitoring: Principal, Assistant Principal, Staff, and Club Sponsors. | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Encourage more students to participate in academic/leadership activities such as: Honor Society, Student Council, Pony Patrol, Robotics, Technology Club, UIL Competition, Spelling Bee, Geography Bee, Dual Language Academic Competition. Strategy's Expected Result/Impact: Students can discover their individual interests and cultivate their talent. Staff Responsible for Monitoring: Principal, Assistant Principal, Staff, and Club Sponsors. | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Encourage more students to participate in physical education clubs such as: Soccer Club and Walking Club. Strategy's Expected Result/Impact: Students will gain physical fitness and healthier lifestyles. Staff Responsible for Monitoring: Principal, Assistant Principal, Staff and Club Sponsors. | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





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. Strategy's Expected Result/Impact: Support to current staff Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide support to new and struggling staff: (1) Lead Campus Mentor (2) Grade Level Mentor (3) CIC instructional supports Strategy's Expected Result/Impact: New and struggling staff will be reinforced and reassured in areas they feel weak or lack expertise. | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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: Use staff surveys to provide needed/requested supports for Teachers. Strategy's Expected Result/Impact: Campus leaders are made aware and teachers receive the support they need. Staff Responsible for Monitoring: Campus Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for 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. Strategy's Expected Result/Impact: Training for career advancement. Staff Responsible for Monitoring: Campus Administrators and Counselors | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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 NSE. Strategy's Expected Result/Impact: More personalized professional development opportunities for staff members. Staff Responsible for Monitoring: Principals, Assistant Principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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 inform administrators and office staff of campus facilities concerns and school dude request will be submitted to make sure that all facilities, resources and property are well maintained. Strategy's Expected Result/Impact: Maintaining a functioning, safe, and secure campus. Staff Responsible for Monitoring: Assistant Principals, Principals Secretary | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |





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. Staff Responsible for Monitoring: Principal, Financial Clerk | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 5: Excellent Operational and Fiscal Support and Responsibility

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: The principal will make sure the campus maintains a capital outlay plan to meet the long-term needs of the campus. Staff Responsible for Monitoring: Principal, Assistant Principals | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Title I

2024-2025 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------------|-------------------------|
| Campus Professional Staff | Carmela Garcia | Professional staff |
| Community Representative | Dawnn Guerrero | Community Partner |
| Business Representative | Armando De Los Santos | Business partner |
| Business Representative | Sarah Faughtenbery | Business partner |
| Parent | Carmelita Cabral | Parent |
| Parent | Isabel Torres | Parent |
| Community Representative | Julianna Flores | Community Partner |
| Parent | Jennifer Rios | Parent |
| District-level Professional | Rosa DeLeon | Bil District Specialist |
| Classroom Teacher | Manuel Rojas | Classroom Teacher |
| Classroom Teacher | Josean Hernandez | Classroom Teacher |
| Classroom Teacher | Jordan Santos | Classroom Teacher |
| Classroom Teacher | Mariela Rodriguez | Classroom Teacher |
| Classroom Teacher | Cassandra Martinez | Classroom Teacher |
| Classroom Teacher | Keri Giacona | Classroom Teacher |
| Classroom Teacher | Mayra Lazcano | Classroom Teacher |
| Classroom Teacher | Lindsey Arenales | Classroom Teacher |
| Administrator | Kenneth Loving | Assistant Principal |
| Administrator | Sara Deniz | Assistant Principal |
| Administrator | Esmeralda Perez | Principal |