

**Birdville Independent School District**  
**Bob E. Griggs High School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

In a caring, safe, and respectful environment, we at Griggs High School empower students through innovative instruction, support, and leadership, to achieve real world success.

# Vision

**Our vision is a learning community where every student discovers their strengths, thrives through support and structure, and graduates ready to achieve real-world success.**

# Value Statement

We believe students thrive in a community of relationships, care, flexibility, and structure that nurtures both learning and growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bob E Griggs is an Alternative Education Campus in Birdville ISD, serving our community's most at-risk population, 96.43%. The attendance rate was 87.60% in the 2024-25 school year.

School Population (2024 - 2025)	Count	Percent
<b>Student Total</b>	140	100%
9th Grade	8	5.71%
10th Grade	29	20.71%
11th Grade	33	23.57%
12th Grade	70	50.00%

Student Demographics (2024 - 2025)	Count	Percent
<b>Gender</b>		
Female	64	45.71%
Male	76	54.29%
<b>Ethnicity</b>		
Hispanic-Latino	76	57.29%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.71%
Black - African American	16	11.43%
Native Hawaiian - Pacific Islander	0	0.00%
White	46	32.86%
Two-or-More	0	0.00%

Student Programs (2024 - 2025)	Count	Percent
Dyslexia	16	11.43%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	34	24.29%
Special Education (SPED)	10	7.14%
<b>Bilingual ESL</b>		
Emergent Bilingual (EB)	40	28.57%
Bilingual	0	0.00%
English as a Second Language (ESL)	41	29.29%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	2	1.43%
Neglected	0	0.00%

Student Indicators (2024 - 2025)	Count	Percent
At-Risk	135	96.43%
Foster Care	0	0.00%
IEP Continuer	1	0.71%
Immigrant	0	0.00%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	2	1.43%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	96	68.57%

Student Indicators (2024 - 2025)	Count	Percent
Free Meals	85	60.71%
Reduced-Price Meals	11	7.86%
Other Economic Disadvantage	0	0.00%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	4	2.86%
Shelter	0	0.00%
Doubled Up	4	2.86%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	1.43%
Is Unaccompanied Youth	2	1.43%

Special Education Services (2024- 2025)	Count	Percent
<b>Homeless and Unaccompanied Youth</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	4	40.00%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	3	30.00%
Learning disability	1	10.00%
Speech impairment	0	0.00%
Autism	2	20.00%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Setting</b>		
Speech Therapy	0	0.00%

Special Education Services (2024- 2025)	Count	Percent
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	4	40.00%
Resource Room	5	50.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	1	10.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2025 - 2026)	Count	Percent
Administrative Support	5	26.31
Teacher	14	73.68
Educational Aide	0	0
Auxiliary	0	0

## Demographics Strengths

### Demographics Strengths:

Bob E. Griggs High School serves a diverse student body that reflects the broader community. The campus is enriched by cultural and linguistic diversity, with a majority Hispanic-Latino population (57.29%), almost one-third White (32.86%), and African American students (11.43%). Gender is balanced, with 45.71% female and 54.29% male. A large portion of students (73.6%) are in the upper grades, which positions the school to support learners who are close to graduation through targeted interventions and credit recovery. Despite a high percentage of at-risk students (96.43%), the small school size (140 students) provides the strength of close relationships, personalized attention, and a resilient student body committed to completing high school.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 96.43% of our students were at-risk in the previous year.

**Root Cause:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

# Student Learning

## Student Learning Summary

In the 2024-25 school year, Bob E. Griggs High School met the Alternative Standard under the TEA accountability system. The overall score was a 78 with the following breakdown:

**Student Achievement: 80** -- STAAR Performance 86, CCMR 76, Graduation Rate, 75

**School Progress: 83** -- Academic Growth 69, Retest Growth (Relative Performance), 83

**Closing the Gaps: 67**

## Student Learning Strengths

Bob E. Griggs High School demonstrated strong performance in Student Achievement (80) and School Progress (83), with particular success in STAAR performance (86) and relative growth (83). These results show the campus's ability to support academic gains and achievement for students who enter with significant challenges.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets.

**Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

**Problem Statement 2 (Prioritized):** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.

**Root Cause:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.

# School Processes & Programs

## School Processes & Programs Summary

Bob E. Griggs High School is committed to supporting students with unique circumstances by providing a safe school environment and access to the resources necessary to address their socio-economic, academic, and social-emotional needs. The campus provides opportunities for both credit recovery and accelerated graduation, allowing students to regain lost credits or move more quickly toward completing their diploma requirements. Instruction is data-driven, with teachers creating student-centered classrooms aligned with district curriculum that give students voice and choice in demonstrating mastery while designing rigorous, relevant, and engaging lessons to build intrinsic motivation. A daily mentoring period addresses students' social and emotional needs, while ongoing coaching and collaboration strengthen instructional practice. In addition, the school emphasizes college, career, and military readiness through exploration of postsecondary options, including careers, colleges, trade schools, and Texas Workforce programs. This year, the campus expanded partnerships by bringing in multiple business and community representatives to share opportunities with students. Incentives and rewards programs have also been used to improve attendance and sustain student engagement.

## School Processes & Programs Strengths

Griggs High School provides personalized pathways and strong support systems that help students overcome challenges and move successfully toward graduation and postsecondary readiness. It is uniquely positioned to support students facing challenging life circumstances, with staff who ensure students stay on track to graduate. The school's focus on credit recovery, acceleration, and postsecondary readiness helps students prepare for college, career, and military pathways. Strong community and business partnerships have expanded opportunities for students, and incentive programs have shown success in improving attendance and engagement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement.

**Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

# Perceptions

## Perceptions Summary

Bob E. Griggs High School is proud to graduate students who, without the interventions and support provided on campus, may have otherwise left school before earning a diploma. The culture of the campus emphasizes encouragement, affirmation, and celebration of every success, no matter how small. Staff members view themselves as a family that demonstrates authentic care, unwavering commitment, and a shared belief in each student's potential. The campus environment blends high expectations with strong relational support, ensuring that students are not only diploma-ready but also prepared with the skills necessary for college, career, and life.

## Perceptions Strengths

Griggs maintains a safe, welcoming, and nurturing climate built on strong relationships between staff and students. With little teacher turnover, smaller class sizes, extended instructional periods, and a dedicated mentoring class, staff are able to provide consistent academic and social-emotional support. These conditions foster a culture of trust and stability where students feel supported, motivated, and capable of success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation.

**Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

# Priority Problem Statements

**Problem Statement 1:** 96.43% of our students were at-risk in the previous year.

**Root Cause 1:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets.

**Root Cause 2:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement.

**Root Cause 3:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation.

**Root Cause 4:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.

**Root Cause 5:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data

## **Employee Data**

- Teacher/Student Ratio

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 1:** Improve performance in Domain 3 (Closing the Gaps) by increasing Reading and Math results for priority subgroups (All Students, Hispanic, EB/EL, and Economically Disadvantaged) by at least 5 percentage points on STAAR/EOC assessments.

**High Priority**

**Evaluation Data Sources:** Teachers' reading/writing rubrics, District ELAR strategy utilized in each classroom, WICOR strategies training/use in classrooms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use STAAR item analysis, local benchmarks, and formative checks to identify subgroup gaps in Reading and Math, then reteach priority TEKS in small groups.</p> <p><b>Actions:</b> Review data for EOC and formative summative assessments.            Prepare and implement interventions for learning lab students and in EOC tested classes in line with district curriculum.            Implement flexible grouping strategies.            Utilize data talks to set short- and long-term goals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All campus teachers will utilize AVID WICOR strategies in their classrooms to support student learning and growth in reading and writing.</p> <p><b>Actions:</b> PLCs focus on vocabulary and reading needs with WICOR. Training and attendance of AVID support staff in PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, and AVID support staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.</p>

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Improve performance in Domain 1 (Student Achievement) by increasing overall results across all EOC subjects (Algebra I, Biology, English I, English II, and U.S. History) by at least 3 percentage points as measured by STAAR/EOC results.

**Evaluation Data Sources:** STAAR EOC scores, TEA Interim scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure instructional alignment through the use of district curriculum and STAAR blueprints and to identify priority areas and verify mastery through formative and district common assessments.</p> <p><b>Actions:</b> PLCs work on lesson internalization and implementation Review of STAAR blueprints. Reteach via ongoing use of assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold bi-weekly data meetings and a quarterly leadership meeting to monitor subgroup progress.</p> <p><b>Actions:</b> Quarterly meeting with principal, teachers, and dean. Bi-weekly data talks in PLC</p> <p><b>Staff Responsible for Monitoring:</b> Principal, dean, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.</p>
Perceptions
<p><b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.</p>

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Assess the effectiveness of the use of the behavior RtI interventions by reducing by 3% the number of students assigned to tier 2 and 3.

**Evaluation Data Sources:** Focus Discipline Reports, MTSS data in Focus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use restorative circles and conferences as RTI interventions to help students reflect on challenges, repair relationships, and re-engage in learning, reducing lost instructional time.</p> <p><b>Actions:</b> Implement the strategies, specific to the program Conduct quarterly evaluations of each program's implementation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze data from Focus to determine the quantity of behavior issues to monitor progress of tier 2 and 3 behavior groups.</p> <p><b>Actions:</b> Data pull from Focus PBIS and leadership formal quarterly review of data. Monthly review of data by PBIS committee.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PBIS team, and counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** 96.43% of our students were at-risk in the previous year. **Root Cause:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

### Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.


**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.


**Performance Objective 4:** At the conclusion of the school year, identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB1416


**High Priority**


**Evaluation Data Sources:** AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Griggs teachers will serve as HB 1416 tutors for all AI students.</p> <p><b>Actions:</b> Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes.</p> <p><b>Staff Responsible for Monitoring:</b> HB 1416 tutors (SHS core teachers), Dean of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Dean - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.</p>





## School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** Griggs High School teachers will use high-yield instructional strategies weekly to grow students Emergent Bilingual students' proficiency levels.

**Evaluation Data Sources:** TELPAS data, classroom walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners</p> <p><b>Actions:</b> Teachers will use listening, speaking, reading, writing, and thinking strategies Teachers will use SIOP strategies to help make content comprehensible.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.</p>

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

### Perceptions


**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 6:** Students required to EOC retest, along with first-time testers, will demonstrate forward progress on STAAR EOC exams by improving scale scores and advancing performance levels, with particular emphasis on moving from Did Not Meet to Approaches and Approaches to Meets/ Masters.

**Evaluation Data Sources:** EOC test scores  
 Progress monitor trackers  
 Student growth plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a growth tracking mechanism by student to monitor growth and progress and provide targeted reteach opportunities.</p> <p><b>Actions:</b> Track student scale scores and current performance levels.                      Identify students close to the next performance band (e.g., Approaches to Meets) and provide targeted supports to move them up.                      Document interventions and update growth trackers at each cycle to ensure no student regresses.</p> <p><b>Staff Responsible for Monitoring:</b> Dean, EOC teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			



**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>

### Student Learning

**Problem Statement 1:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. **Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.


**Performance Objective 7:** Increase the percentage of graduates meeting College, Career, and Military Readiness indicators for the 2025 cohort by expanding access to industry-based certifications, college entrance exam opportunities, and the Texas College Bridge Program.

**Evaluation Data Sources:** TSIA, dual credit, IBC reports  
CCMR indicator in Focus  
Quarterly reviews

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will determine a CCMR pathway when they apply at Griggs and either begin or carry their plan to be ready after graduation.</p> <p><b>Actions:</b> Ensure students are determining a pathway upon acceptance. Schedule students' classes with the appropriate CCMR plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Professional School Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the Texas College Bridge program to increase the number of students meeting college readiness benchmarks. Seniors without a CCMR qualification or point will be identified and supported in the course.</p> <p><b>Actions:</b> Train designated staff on Texas College Bridge requirements and platform use. Create a monitoring system to track enrollment, progress, and completion of the course.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Professional School Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 7 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.





**Root Cause:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) by 2% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**High Priority**

**Evaluation Data Sources:** Daily attendance and graduation rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Finetune and continue the incentivized attendance initiative introduced in the previous year and continue to enhance this through district attendance protocols.</p> <p><b>Actions:</b> a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance            b) Collect and review campus plans against district-designed criteria            c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis            d) Reward students with perfect attendance            e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Attendance Officer - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>

### Student Learning

**Problem Statement 1:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. **Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

### Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Administer a staff and student survey each quarter to gauge the effectiveness of campus operations to support both teachers and students.

**Evaluation Data Sources:** Meeting minutes, session notes and feedback, Use formal and informal staff meetings, (ie., PLC, LOL, PBIS, etc.)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review survey results in leadership team meetings and share key findings with staff and students.  <b>Actions:</b> Compile and analyze results.  Present findings to leadership team and in faculty meetings.  <b>Staff Responsible for Monitoring:</b> Principal and Dean</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use survey data to identify trends and priority needs related to campus operations.  <b>Actions:</b> Track recurring concerns across quarters (e.g., technology issues, scheduling, safety).  Prioritize top two or three campus needs each quarter for improvement focus.  <b>Staff Responsible for Monitoring:</b> Principal, Professional Counselor, PEIMS clerk, attendance clerk</p> <p><b>TEA Priorities:</b>  Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning  - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement action steps or adjustments in response to survey feedback and provide follow-up communication related to decision-making processes.</p> <p><b>Actions:</b> Assign staff or teams to oversee implementation of improvements. Share highlights and action steps with faculty/ Post student-facing updates (posters, announcements, social media) to show changes made.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Each quarter, the campus will administer a safety survey to students and staff, analyze results, and implement action steps from the safety plan to improve perceptions of a safe and responsive environment.

**Evaluation Data Sources:** District Survey, staff: Campus survey (Campus Climate Survey)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review perception data from students, staff, and parents to identify strategies to improve campus safety.</p> <p><b>Actions:</b> Collect student, staff, and parent survey results each quarter with specific questions on safety and climate. Disaggregate survey data to identify trends and subgroup perspectives (e.g., grade level, staff role, parent group). Review results with the campus safety committee and leadership team to prioritize concerns. Develop and implement specific safety action items (e.g., hallway monitoring, arrival/dismissal procedures, emergency drill feedback). Communicate findings and planned improvements to staff, students, and parents through newsletters, announcements, and parent meetings. Reassess in the next survey cycle to monitor improvement and adjust safety strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>

## Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Staff, students and visitors will follow district protocols including IDs, the use of emergency software for drills, and the daily door audit checks (with 100% exterior proficiency).

**Evaluation Data Sources:** After action reports  
 Weekly safety meetings  
 Door audit data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of staff and students will wear ID badges at all times while in the building to strengthen campus safety and accountability.</p> <p><b>Actions:</b> ID badge audits.                      Safety committee reports                      Visitor ID checks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, staff, students</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train staff and students to follow emergency procedures with fidelity and monitor door security through weekly audits.</p> <p><b>Actions:</b> Provide staff training each semester on the use of the emergency software and protocols.            Conduct practice runs of all required emergency drills.            Daily door audits and log results into the district's tracking system.            Share door audit results with staff weekly, recognizing compliance and addressing any concerns immediately.            Review emergency drill data after each event, provide feedback to staff, and reteach expectations where gaps are found.            Incorporate student training during mentoring/advisory to ensure all students understand emergency protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus safety coordinator,</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.</p>


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Increase student engagement and sense of belonging by implementing the House System so that 100% of students participate in House activities and earn points for academics, attendance, or positive behavior each quarter.

**Evaluation Data Sources:** House points tracking system  
House competition results  
House calendar of events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the House System to build relationships, foster positive competition, and recognize student achievements in academics, attendance, and behavior.</p> <p><b>Actions:</b> Assign every student and staff member to a House at the start of the school year. Track points in a visible and consistent system (posters, digital boards, announcements). Award points weekly for academics, attendance, positive behavior, and participation. Host House activities/competitions (House Games, service projects, challenges) at least once per quarter. Celebrate House and individual student success monthly. Review participation and point data each quarter to ensure all students are engaged and adjust criteria if needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, teacher leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold monthly PBIS House System leadership meetings to review student engagement, behavior data, and House participation in order to guide and adjust House activities.</p> <p><b>Actions:</b> Schedule monthly meetings with House leaders (staff and student representatives). Review House points, participation logs, and discipline/attendance data at each meeting. Identify trends and determine incentives or supports needed to boost engagement. Plan upcoming House activities, games, or recognition events based on data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, teacher leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.</p>

## Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

# State Compensatory

## Budget for Bob E. Griggs High School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Bob E. Griggs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Karen Lopez	Academic Dean (FLEX)	1
Melissa Orman	Student Assistance Counselor	1

# 2024-2025 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Allyson Shamp	Teacher
Community Representative	Chris Bess	Branch Manager, ABC Roofing Supply
Classroom Teacher	Cliff Moran	Science Teacher
Student	Elexus Gonzalez	Student
District-level Professional	Elisha Vega	District English Coordinator
Classroom Teacher	John Shaddox	English Teacher
Admin	Karen Lopez	Academic Dean
Administrator	Liz Pena	Principal