Galena Park Independent School District

Galena Park Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science

Public Presentation Date: September 24, 2018

Mission Statement

The mission of Galena Park Middle School is to cultivate a spark within students to develop their purpose for life-long learning and a strong work ethic while exposing them to quality post-secondary opportunities.

Vision

The vision of GPMS is to prepare the students to successfully transition to high school, while teaching them life-long work ethic and exposing them to multiple careers, trades and opportunities after high school graduation.

Campus Profile

WHERE WE HAVE BEEN compared to WHERE WE ARE NOW:

History of Campus and Important Changes

The Clinton school opened in 1917 and was the first school in Galena Park. The Clinton School had one teacher who taught all grade levels in one room. There were two schools, Galena Park Elementary and Galena Park High School, when the Galena Park Independent School District was formed in 1930. Galena Park Junior High came into existence in 1949. When the school was opened, the enrollment was 461 students, with 19 teachers. The junior high underwent a name change in 1979 when the school district adopted the middle school concept. Galena Park Middle School (present campus) was opened December 18, 1992 at 400 Keene Street, Galena Park, Texas 77547. We have come a long way from that one room school!

Galena Park Middle School's campus size is 1,021 students. The grade span is 6th - 8th grade, with 86.2% of the students being economically disadvantaged and 29.3% of the students being English Language Learners.

In the Texas Education Agency's 2018 Accountability Summary, Galena Park Middle School MET STANDARD and earned one distinction designation (Science). Galena Park Middle School Accountability 2018 Rating is a C (79).

Attendance/Dropout Rate

Attendance Rate

	Campus	African American	Hispanic	White	American Indian	Asian Pacific Islander	Asian	Pacific Islander	Two or More Races	SPED	ED	LEP
15-16	96.70%	95.1%	96.8%	95.3%	-	-	-	-	-	94.4%	96.7%	97.1%
14-15	96.32%	95.23%	96.45%	93.61%	75.47%	-	99.60%	-	98.87%	93.79%	96.01%	96.52%
13-14	96.52%	95.96%	96.64%	94.17%	95.24%	-	88.14%	-	94.54%	94.63%	96.39%	96.88%
12-13	96.80%	96.80%	96.90%	94.60%	-	-	-	-	-	94.50%	96.80%	96.80%

Annual Dropout Rate

	Campus	African American	Hispanic	White	American Indian	Asian Pacific Islander	Asian	Pacific Islander	Two or More Races	SPED	ED	LEP
15-16	0.0%	0.0%	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
14-15	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
13-14	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
12-13	0.0%	0.0%	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%

System Safeguards History

For the 2016-2017 school year, Galena Park Middle School met System Safeguards in most areas. System Safeguards were not met in the areas listed below:

Social Studies - All Students

TAKS/STAAR Demographic Data for Campus and Feeder Schools

6th Grade	Year	Campus	AA	Hispanic	White	Two or More Races	SPED	Eco. Dis.	LEP
Grade 6 Reading	2018	61%	50%	61%	63%	--	14%	61%	46%
Grade 6 Reading	2017	56%	40%	57%	50%	--	13%	56%	41%
Grade 6 Reading	2016	56%	62%	56%	58%	--	21%	56%	44%
Grade 6 Reading	2015	65%	50%	66%	59%	--	5%	64%	46%
Grade 6 Reading	2014	75%	62%	76%	70%	*	40%	74%	68%
Grade 6 Reading	2013	57%	58%	57%	67%	*	44%	57%	18%
Grade 6 Math	2018	65%	33%	66%	75%	--	25%	66%	56%
Grade 6 Math	2017	70%	75%	71%	30%	--	41%	69%	63%
Grade 6 Math	2016	57%	54%	57%	67%	--	24%	57%	48%
Grade 6 Math	2015								
Grade 6 Math	2014	79%	46%	82%	*	-	60%	80%	77%
Grade 6 Math	2013	75%	50%	76%	75%	*	64%%	74%	59%
7th Grade	**Year**	**Campus**	**AA**	**Hispanic**	**White**	**Two or More Races**	**SPED**	**Eco. Dis.**	**LEP**
Grade 7 Reading	2018	67%	65%	68%	55%	--	23%	67%	38%

Grade 7 Reading	2017	66%	60%	66%	77%	--	28%	66%	41%
Grade 7 Reading	2016	58%	71%	57%	75%	--	0%	56%	31%
Grade 7 Reading	2015	66%	36%	68%	67%	--	8%	65%	50%
Grade 7 Reading	2014	67%	75%	66%	90%	-	50%	65%	34%
Grade 7 Reading	2013	65%	65%	65%	80%	*	22%	63%	22%
Grade 7 Math	2018	62%	44%	64%	40%	--	48%	63%	51%
Grade 7 Math	2017	58%	71%	58%	50%	--	28%	58%	38%
Grade 7 Math	2016	51%	38%	51%	67%	--	4%	52%	39%
Grade 7 Math	2015								
Grade 7 Math	2014	68%	58%	69%	60%	-	43%	67%	48%
Grade 7 Math	2013	74%	71%	74%	90%	*	40%	75%	42%
Grade 7 Writing	2018	61%	47%	63%	36%	--	6%	61%	32%
Grade 7 Writing	2017	62%	67%	62%	69%	--	4%	60%	40%
Grade 7 Writing	2016	61%	43%	61%	77%	--	9%	60%	33%
Grade 7 Writing	2015	66%	50%	67%	67%	--	11%	65%	49%
Grade 7 Writing	2014	62%	67%	62%	80%	-	61%	60%	33%
Grade 7 Writing	2013	59%	59%	58%	82%	*	33%	58%	17%
8th Grade	**Year**	**Campus**	**AA**	**Hispanic**	**White**	**Two or More Races**	**SPED**	**Eco. Dis.**	**LEP**

Grade 8 Reading	2018	79%	74%	79%	73%	--	38%	77%	42%
Grade 8 Reading	2017	83%	75%	83%	91%	--	18%	84%	65%
Grade 8 Reading	2016	87%	64%	88%	78%	--	21%	87%	80%
Grade 8 Reading	2015								
Grade 8 Reading	2014	82%	78%	81%	100%		58%	81%	48%
Grade 8 Reading	2013	92%	94%	91%	89%	*	92%	91%	76%
Greade 8 Math	2018	92%	89%	92%	100%	--	58%	91%	82%
Grade 8 Math	2017	92%	88%	92%	100%	--	32%	92%	81%
Grade 8 Math	2016	86%	75%	86%	92%		32%	86%	83%
Grade 8 Math	2015								
Grade 8 Math	2014	80%	62%	81%	*	-	75%	79%	77%
Grade 8 Math	2013	90%	92%	89%	100%	*	92%	91%	81%
Grade 8 Science	2018	72%	63%	72%	91%	--	32%	70%	39%
Grade 8 Science	2017	72%	56%	73%	82%	--	8%	71%	48%
Grade 8 Science	2016	79%	43%	81%	78%	--	16%	79%	74%
Grade 8 Science	2015	69%	50%	69%	83%	--	19%	66%	43%
Grade 8 Science	2014	70%	71%	69%	90%		36%	69%	43%
Grade 8 Science	2013	78%	83%	77%	89%	*	74%	77%	47%
Grade 8 SS	2018	51%	53%	51%	64%	--	12%	51%	18%
Grade 8 SS	2017	48%	13%	49%	55%	--	4%	46%	28%

Grade 8 SS	2016	46%	14%	47%	56%	--	4%	47%	36%
Grade 8 SS	2015	50%	42%	50%	75%	--	6%	46%	22%
Grade 8 SS	2014	53%	47%	53%	90%	-	39%	52%	31%
Grade 8 SS	2013	63%	89%	61%	*	*	70%	61%	29%

Elementary Feeder Schools:

Reading Gd. 5	% Met L II 2015
GPE	69.89%
JCE	88.64%
MAC	72.94%
Math Gd. 5	% Met L II 2015
GPE	n/a
JCE	n/a
MAC	n/a
Science Gd. 5	% Met L II 2015
GPE	74.19%
JCE	88.37%
MAC	73.81%

Galena Park Middle School is one of five middle schools in Galena Park Independent School District. We currently serve students in grades six to eight. Each grade level has two teams (per grade level) serving the student population.

The student population is 92.3% Hispanic .01% Asian, 4% African American, 3.4% White and .2% Two or More Races. Of those students, 52% are male and 48% are female with a low socioeconomic status of 85%. 100% of the GPMS teachers are Highly Qualified teachers and 100% of the paraprofessionals are Highly Qualified.

The overall mobility rate for the campus is approximately 7.4%, with a drop-out rate of 0.0%. The average daily attendance rate for students is 96.32%. The average daily attendance rate for staff is 97%.

Survey Data 2017-2018

Based on the Campus Needs Assessment, the following items were rated as the top three areas for providing improvement for the 2018-2019 school year:

1. Reading Skills
2. Student Achievement
3. Safe School/Monitoring Students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for a safe and productive learning environment for the 2018-2019 school year:

1. School-wide discipline
2. Students will be safe from bullying and retaliation from reporting bullying
3. Active monitoring of students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of college and career prep for the 2018-2019 school year:

1. Increasing career and college readiness
2. Reducing dropouts
3. CTE-Career and Technical Education

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of foundation curriculum for the 2018-2019 school year:

1. Co-teaching/In class support
2. English Language Arts
English as a second language

3.

Based on the Campus Needs Assessment, the following item was selected as the two strategies to improve test scores for the 2018-2019 school year:

1. Early Interventions
2. Improving the curriculum

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of enrichment and extracurricular activities for the 2018-2019 school year:

1. Student involvement in extracurricular activities
2. Fine Arts
3. CTE-Career and Technical Education

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area counseling activities for the 2018-2019 school year:

1. Academic counseling
2. Social counseling
3. Increase parental involvement

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of staff development for the 2018 -2019 school year:

1. Stress Management
2. Understanding the Needs of Students from Poverty
3. Increasing Literacy

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, pullout programs, Saturday School, and professional development for staff. Our State Compensatory Program (SCE) consists of after school tutorial programs for assisting at-risk students (including STAAR Tutorials), READ 180 program, a Technology Instructional Specialist (serving three computer labs), a Reading Skills teacher, and a Dyslexia teacher. Our CTE program offers Career Portals classes and Computer Applications classes. Title II funds provide GPMS with a Science Specialist. Title III funds have provided students with pullout teachers to provide focused ESL instruction (LEP students), professional development for staff members and parent involvement activities.

WHERE WE ARE GOING

Based on the data available, CPAC approved the following goals (found at the end of this plan) for the 2018 - 2019 school year. Galena Park Middle School will strive daily to make significant gains in every area of STAAR taken in every subject and every grade level. We will continue to focus on the results from the Campus Needs Assessment survey, solicit input from all stakeholders (faculty, staff and parents) and provide necessary training to meet our goals. CPAC will meet once a month to ensure the activities are being enforced to meet our goals. Galena Park Middle School will continue to have common planning times for teachers. All teachers, who are scheduled to teach the same content, will have time embed into the master schedule to allow them to plan during the school day. The campus instructional leaders/specialists will facilitate each planning session.

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Comprehensive Needs Assessment

Revised/Approved: June 27, 2015

Needs Assessment Overview

A Needs Assessment Survey was given to the staff in the Spring of 2018.

Based on the Campus Needs Assessment, the following items were rated as the top four areas for providing **improvement** for the 2018-2019 school year:

1. College and Career readiness
2. Using data
3. Safe School/Monitoring Students
4. Math Skills
5. Literacy

Based on the Campus Needs Assessment, the following items were rated as the top three areas for a **safe and productive learning environment** for the 2018-2019 school year:

1. Active Monitoring of Students
2. Staff will be trained in child abuse signs and reporting to CPS
3. Foundations Training

Based on the Campus Needs Assessment, the following items were rated as the top two areas for focus in the area of **college and career prep** for the 2018-2019 school year:

1. Increase College and Career Readiness
2. Reducing Drop-outs

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of **foundation curriculum** for the 2018-2019 school year:

1. Math
2. Science
3. Co-Teaching/In class support

Based on the Campus Needs Assessment, the following items were selected as strategies to **improve test scores**:

1. Early Interventions
2. Pull-Outs

Based on the Campus Needs Assessment, the following items were rated as the top two areas for focus in the area of **enrichment and extracurricular activities** for the 2018-2019 school year:

1. Fine Arts
2. Athletics

Based on the Campus Needs Assessment, the following items were rated as the top two areas for focus in the area **counseling activities** for the 2018-2019 school year:

1. Academic counseling
2. Social counseling

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of **staff development** for the 2018-2019 school year:

1. Time Management Strategies
2. Vocabulary Strategies
3. Identifying Drug use in Students
4. Understanding STAAR/EOC and Student Outcomes
5. Classroom Management Strategies

Demographics

Demographics Summary

Ethnic Distribution	Count	Percent
	1,021	100%
African American	42	5.2%
Hispanic	964	90.4%
White	35	3.7%
American Indian	0	0%
Asian	1	0.01%
Pacific Islander	0	0%
Two or More Races	2	0.2%

Student Demographics	Count	Percent
Female	505	48%
Male	539	52%

Student Information	Count	Percent
Economically Disadvantaged	881	86.2%
Non-Educationally Disadvantaged	157	15%

Limited English Proficient (LEP)	313	30%
Students with Disciplinary Placements	8	0.7%
At-Risk	639	62%
Mobility	104	10%
Number of Students per Teacher	15.4	N/A

Students that attend Galena Park Middle School live in Jacinto City, Texas and Galena Park, Texas. The feeder elementary schools include: Jacinto City Elementary, MacArthur Elementary and Galena Park Elementary. Galena Park Middle School students will attend Galena Park High School.

Student Attendance Rate: 97%

Annual Dropout Rate: 0.3**%**

Program Information	**Count**	**Percent**
Student Enrollment by Program:		
Bilingual/ESL Education	261	25%
Career & Technical Education	219	21%
Gifted & Talented Education	44	4%
Special Education	92	9%
Teachers by Program:		
Bilingual/ESL Education	1.2	1.7%
Career & Technical Education	3.0	4.3%
Compensatory Education	1.1	1.5%
Gifted & Talented Education	0.4	0.5%
Regular Education	61.2	87.6%
Special Education	3.1	4.4%
Other	0	0%

Title I Participation: 100%

Staff Information:

Teachers	66
Counselors	2
Assistant Principals	3
Principal	1
Librarian	1
Technology Instructional Specialist	1
Instructional Specialists	2
Instructional Aides	5
Non-Instructional Aides	2
Clerks	3
Secretaries	3
LVN	1

	Count	Percent
Total Minority Staff:	40.8	52.7%
Teachers by Ethnicity and Sex:		
African American	18.9	27.7%
Hispanic	11	16.2%
White	29.8	43.9%
American Indian	0	0%
Asian	6.3	9.3%
Pacific Islander	0	0%
Two or More Races	2	2.9%
Males		
Females		

Demographics Strengths

Galena Park Middle School is in the middle of the city of Galena Park, Texas. The majority of students walk to school and the community has a small town feeling. Of the LEP students attending Galena Park Middle School, many of the students received high school credit by taking the Spanish Credit by Exam. GPMS has implemented rewards and is constantly encouraging students to improve attendance. The instructors consistently find ways to introduce content that include the latest trends that spark students' interests. GPMS have great students who want to be at school and want to learn new concepts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to increase our SPED and African American population success rate a GPMS. We need to hire a more diverse staff. **Root Cause**: Co-teachers, general education and special education teachers, need to utilize one of the research based co-teach models. All staff need to be create culturally diverse lessons that engage our African American Students. Although the Hispanic population is the largest student population at Galena Park Middle School, the largest ethnic population of teachers is White.

Student Achievement

Student Achievement Summary

Galena Park Middle School Met Standard for the 2017 Accountability Rating. Additionally, Galena Park Middle School received a distinction designation for academic achievement in Mathematics.

Student performance scores have identified LEP and SPED as areas in need of improvement. These two areas have shown minimal growth in the past three years.

2016 Performance Index:

Index 1-Student Achievement (Target Score=60)	70
Index 2-Student Progress (Target Score=30)	38
Index 3-Closing Performance Gaps (Target Score=26)	37
Index 4-Postsecondary Readiness (Target Score=13)	30

Student Achievement Strengths

GPMS offers its students multiple opportunities for students to succeed. GPMS assessment data has led the district in many curricular areas, and students are growing across our campus in all areas. Our Athletic and Fine Arts programs are showing increased numbers in enrollment and are demonstrating more success.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.

School Culture and Climate

School Culture and Climate Summary

Students, parents and staff view Galena Park Middle School as a safe place for learning.

School Culture and Climate Strengths

GPMS strives to be a campus where all stakeholders have an opportunity to be involved, and our staff members are often empowered to take risks and do more for their students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We want all staff and students to be positive and display their best character traits at all time, and the whole building needs to be on the same disciplined plan. **Root Cause**: There are a few negative people on the team. We need to spend more time with our stakeholders to develop our Campus Improvement Plan. We need a common discipline plan/ policy to follow.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Galena Park Middle School strives on hiring quality staff members to meet the needs of the students. The Galena Park Middle School instructional staff is 100% Highly Qualified. Our staff members are located by attending various job fairs throughout the state and through an intensive screening process. Galena Park Middle School has a minimal turnover rate with staff members. Most staff members that leave have received a promotion. Staff attendance ranges from 96% to 97% on average.

Staff Information:

Teachers	66
Counselors	2
Assistant Principals	3
Principal	1
Librarian	1
Technology Instructional Specialist	1
Instructional Specialists	3
Instructional Aides	5
Non-Instructional Aides	2
Clerks	3
Secretaries	3
LVN	1

Staff Quality, Recruitment, and Retention Strengths

Data drives the decision making process at Galena Park Middle School. TTESS data assists in identifying teachers in need of assistance and support. Staff members receive coaching, focused professional development based on student assessment data results, assess to needed resources.

Galena Park Middle School has many aspiring leaders and teacher-leaders who take initiative on a daily basis to make GPMS a successful campus. Galena Park Middle School seeks to grow leaders.

Our staff is family and our staff is a team. Staff members teach academically and socially, noting the needs of the students and ensuring they are met. There are many dedicated teachers that go above and beyond for their students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need to provide more professional development though our campus based on our specific needs. **Root Cause**: Teachers receive professional development, but they do not always have the ability or time to implement it.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Each Department (Math, Science, Social Studies, and Language Arts) meets three days each week to plan and prepare their lessons during their assigned common planning periods. These departments work closely with the district level departments to ensure the curriculum is on target. The lessons are TEKS based for each department. CBAs and DAs are administered throughout the course of the year to assess student progress.

Additionally, the SPED/ESL department meets and coordinates with the Math, Science, Social Studies, and Language Arts departments to ensure the needs of the SPED/LEP students are met.

Teachers refer students to RtI ,and the students are assigned a case manager to assess their needs. Based upon the assessment, further investigation occurs or the students are referred for further testing.

Curriculum, Instruction, and Assessment Strengths

Curriculum, TEKS and assessments are aligned. The students are being acclimated more and more to the STAAR test due to the organization, administration and assessment/disaggregation of data. Student data drives the campus decision making process, with a focus on what is best for the students. Common Core Planning embedded in the master schedule has assisted with showing improvement in district assessment data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.

Parent and Community Engagement

Parent and Community Engagement Summary

Galena Park Middle School truly believes in the statement, "It takes a village to raise a child." Family and community involvement are crucial in the success of the students, and we understand that we can not do it alone. We consistently seek to discover new ways to include family and community into our campus.

Parent and Community Engagement Strengths

Galena Park Middle School has always had strong parental support, which includes volunteers on campus almost every day. Our counselors have done an excellent job offering courses that meet the needs of our parents. Additionally, they have offered trainings in the evening and on weekends.

More parents have been involved when GPMS hosts events that are not academically driven (i.e., Family Fun Night, Father/Daughter Dance, Mother/Son Showdown, Parent Meetings, etc.).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause**: Parents do not always know how to support their child's education even if they want to.

School Context and Organization

School Context and Organization Summary

Our campus' main focuses are safety and student achievement.

2018-2019 BELL SCHEDULE

The bell schedule for the 2017-2018 school year provides the students with eight class periods per day. Although the class periods are shorter, a greater focus on key concepts and curriculum with a sense of urgency will prevail.

Period	6th Grade	Period	7th Grade	Period	8th Grade
1	8:25 – 9:20	1	8:25 – 9:20	1	8:25 – 9:20
2	9:25 – 10:10	2	9:25 – 10:10	2	9:25 – 10:10
3	10:15 – 11:00	3	10:15 – 11:00	3	10:15 – 11:00
	11:05 – 11:35 (lunch)	4	11:05 – 11:50	4	11:05 – 11:50
4	11:40 – 12:25		11:55 – 12:25 (lunch)	5	11:55 – 12:40
5	12:30 – 1:15	5	12:30 – 1:15		12:45 – 1:15 (lunch)
6	1:20 – 2:05	6	1:20 – 2:05	6	1:20 – 2:05
7	2:10 – 2:55	7	2:10 – 2:55	7	2:10 – 2:55
8	3:00 – 3:45	8	3:00 – 3:45	8	3:00 – 3:45

School Context and Organization Strengths

Grades 6, 7 and 8 have two teams per grade level and each team has a team leader. Each core curricular area (and the electives department) has a content specialist and/or department chair. GPMS has a strong Foundations Program that focuses on student safety (morning duty, transition between classes, lunches, and afters school dismissal). Staff input is valued in creating a campus that is welcome to all. The Campus Planning and Advisory Committee (CPAC) or Site Based Team meets monthly to assess the needs of the campus. As a committee, this team makes decisions based on student needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Our campus needs to have well defined explanations of our policies and procedures that are executed consistently. **Root Cause**: We have high expectations for all across the campus, but not all team players are meeting them consistently. This creates tension across the school.

Technology

Technology Summary

The technology available at Galena Park Middle School includes: chormoebooks,desktop computers. ipads, clickers, interactive tablets, promethean boards, projectors, document cameras, and digital cameras.

Every teacher on campus has a computer, an interactive tablet, document camera and a projector. All other technology equipment is available on a check-out or needs basis and can be used by any campus personnel.

The teacher computer, projectors and document cameras are seamlessly integrated into classroom lessons on a daily basis. Our other technology equipment has been used on a regular basis for classroom lessons, staff development trainings, student projects, after school tutorials, Saturday school, and parent involvement meetings.

The expectations for the use of technology is for teachers to seamlessly and creatively integrated technology into their daily lesson plans. Aside from maintaining attendance, grades and lesson plans online, all core subject teachers are expected to complete a technology project with all their students, attend technology trainings, attend scheduled computer lab rotations, complete the internet safety activities with their students and attain their integrated technology goal for the year.

Technology is used to support both instruction and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; electronic grade books, lesson plans, online moodle courses, learning games such as Think Through Math and iStation, and real-time feedback on teacher and student performance.

Software, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Examples:

Classroom lessons and activities
Student work/projects
Moodle
Clickers
Web Pages
Google Docs
Think Through Math

iStation
After school tutorials
Saturday school
iPods/Ipads

The majority of our teachers use technology daily to present classroom lessons and activities to students. Although students see technology being used daily, it isn't very often that students have hand on experiences using or creating products with technology. Students are scheduled to attend the computer lab every 3 weeks unless they are enrolled in one of the three elective classes that utilize technology daily.

Students have the chance to experience the importance of technology and its relevance through various means such as the Multimedia Festival, Internet Safety Activities and the 8th Grade "My Life" computer project.

Technology support available for students are:

Elective courses that utilize technology on a daily basis
Teacher/classroom support
Peer support
Campus Technology Instructional Specialist
Classroom/Lab Instructional Modeling by campus specialist

Technology support available for teachers are:

Staff development trainings - district and campus
Small group / individualized trainings - campus specialist
Training manuals, instructional guides, videos - online and hard copies
Campus Technology Instructional Specialist
Campus Technician
Peer support
Specialized support sessions
Tilts and Pbls (Technology Integrated Lessons for Teachers and Project Based Lessons)
Technology Newsletters (every 9 weeks)

Technology proficiencies are evaluated by the Campus Technology Instructional Specialist. The campus specialist maintains a spreadsheet with all staff personnel, technology integration goals, internet safety activities and student projects completed. All items are documented in teacher lesson plans and project samples are collected.

The data reveals that we have an array of teachers at different levels of integrating technology into their subject area. It is believed to be due to the lack of time and availability of technology equipment than the training or experience needed.

Low student proficiencies in the areas of research and critical thinking appear to be due to infrequent lab attendance and/or low number of mobile devices.

Campus and district professional development is offered on a regular basis and at various times. Campus professional development is also offered upon request at a time that is convenient to the individual or group.

Campus professional development offered this year:

Skyward Attendance
Skyward Gradebook
Forethought
Formspace
Helpdesk
TTESS
Aware
Dashboard
Google Docs
Moodle
Web Pages
Animoto
Photostory
Clickers
Online E-Courses
Odyssey
Hot Potatoes
Think Through Math
iPod Support Sessions

No one is excluded from attending any campus technology professional development.

Technology Strengths

Every teacher on campus has a laptop, an interactive tablet, document camera and a projector. All other technology equipment is available on a check-out or needs basis and can be used by any campus personnel.

The majority of our teachers use technology daily to present classroom lessons and activities to students. Although students see technology being used daily, it isn't very often that students have hand on experiences using or creating products with technology. Students are scheduled to attend the computer lab every 3 weeks unless they are enrolled in one of the three elective classes that utilize technology daily.

Campus and district professional development is offered on a regular basis and at various times. Campus professional development is also offered upon request at a time that is convenient to the individual or group.

Students have the chance to experience the importance of technology and its relevance through various means such as the Multimedia Festival, Internet Safety Activities and the 8th Grade "My Life" computer project.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need more student technology assess in every classroom to meet the needs of our learners where they are. **Root Cause**: There are not enough devices to be used consistently and routinely in everyday instruction for student use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Galena Park Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

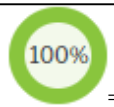
Performance Objective 1: Teach safety practices and protocols to students and staff.

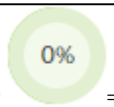
Evaluation Data Source(s) 1: We will have 100% compliance in all safety policies and procedures

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Campus will conduct monthly safety drills for crisis events such as fire, tornado, lock down, shelter in place, etc.	Administrator assigned to safety	Stay in compliance by completing drill forms. All students and faculty are aware of emergency procedures and drills are completed effectively.	33%	66%		
	Problem Statements: School Processes & Programs 1					
2) Train and meet with Emergency Operations Team. Participate in Tabletop crisis preparedness meeting with district personnel.	Administrator assigned to safety	Emergency Operations Team is successful in participating in emergency drills and everyone is aware and demonstrates proper training.	33%	33%		
	Problem Statements: School Processes & Programs 1					
3) Ensure proper Emergency Operations training for faculty and staff. Leaders and assigned staff will complete Emergency Operations Training Modules.	Administrator assigned to safety	Emergency Operations Team is successful with sharing information with faculty and staff demonstrating their knowledge of the Emergency Plan.	33%	100%		
	Problem Statements: School Processes & Programs 1					
4) 4) The Foundations Team will establish a duty plan for our teachers and staff to help ensure morning student safety arrival and dismissal.	Foundations Team and Administrators	Safe learning environment for all.	33%	100%	100%	
	Problem Statements: School Culture and Climate 1					

5) Implement GPISD's Bullying Procedures policy.	Administrators and Counselors	Students will feel and at GPMS.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: We want all staff and students to be positive and display their best character traits at all time, and the whole building needs to be on the same disciplined plan. **Root Cause 1**: There are a few negative people on the team. We need to spend more time with our stakeholders to develop our Campus Improvement Plan. We need a common discipline plan/ policy to follow.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 1: Galena Park Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 2: Create a healthy environment so staff and students thrive and are productive.

Evaluation Data Source(s) 2: 100% compliance with the district/campus Health/Wellness program and HB5.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) GPMS students will have the opportunity to eat free breakfast everyday.	Administrators	Students will be nourished for a school day's learning.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 1: Galena Park Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 3: Implement school wide discipline procedures and protocols.

Evaluation Data Source(s) 3: Decreased office referrals and increased student success/attendance.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Implement campus discipline flow chart.	Administrators	Create a safe learning environment.	33%	100%	100%	
	Problem Statements: School Culture and Climate 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: We want all staff and students to be positive and display their best character traits at all time, and the whole building needs to be on the same disciplined plan. **Root Cause 1**: There are a few negative people on the team. We need to spend more time with our stakeholders to develop our Campus Improvement Plan. We need a common discipline plan/ policy to follow.

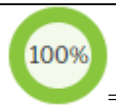
Goal 1: Galena Park Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

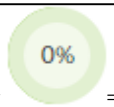
Performance Objective 4: Implement a comprehensive health and wellness program.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) In P.E. classes student will complete all five components of Fitness gram and/or fitness test.	P.E. Coaches	Provide opportunities for students to be active and fit.	33%	33%		
	Problem Statements: School Processes & Programs 1					
2) P. E. classes will emphasize healthy habits.	P. E. Coaches	Students will live an active healthy lifestyle.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					
3) GPMS students will participate in the districts's Random Student Drug Testing.	Administrators	Students will be drug free.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					



= Accomplished = Continue/Modify 

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Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 2: Galena Park Middle will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 1: Provide 6-8 students with multiple college and career preparation and awareness opportunities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All students will receive college information during GPMS open house night.	Principal, APs, Counselors, Teachers	Large participation/attendance	33%	100%	100%	
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
2) 7th Grade students will attend GPMS Career Day.	Principal, APs, Counselors, Teachers and Invited Guest Speakers	Student awareness of careers that spark their interests	0%	0%		
	Problem Statements: Parent and Community Engagement 1 - Demographics 1 - School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
3) All 8th grade students will meet with counselors to complete their personal graduation plans. All 8th grade students will participate in a College and Career Readiness course.	Counselors	8th grade students will complete graduation plans and receive middle and high school credit.	0%	0%		
	Problem Statements: School Processes & Programs 1					
4) All 8th graders will complete the Career Interest Survey.	8th Grade Counselor, AP	Exam completion Completion of meetings with students discussing results.	0%	0%		
	Problem Statements: School Processes & Programs 1					
5) Expand the number of PAP students by increasing encouragement to enroll	Counselors, dept. chairs and administrators	More students enrolled in PAP classes	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					

6) Students will have opportunities courses for high school credit.	Counselors	Students will receive high school credit.	33%	100%	100%	
7) Native Spanish speakers will have the opportunity to receive high school credit.	Spanish teacher and Counselor	Students will receive high school credit.	0%	100%	100%	
	Problem Statements: School Processes & Programs 1					
8) 8th Grade students will have the opportunity to learn about CTE certifications and tour GPHS/Early College facility in the spring to assist them with making decisions on their possible CTE path.	Counselors GPHS/Early College CTE Counselor	Increased completion of CTE certifications at GPHS/Early College	0%	33%		
	Problem Statements: School Processes & Programs 1					
9) 8th grade students will have the opportunity to attend the ECHS interest meetings and orientation.	8th Grade Counselor ECHS Counselor ECHS Principal	Awareness of the GPISD ECHS	33%	33%		
	Problem Statements: School Processes & Programs 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
Demographics
Problem Statement 1: We need to build stronger parent and community partners. **Root Cause 1**: We need to reach out to more community businesses for support, and we need to team up with our parents too.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 2: Galena Park Middle will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 2: Provide comprehensive counseling to students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide personal/social, career, and academic counseling to individuals, small groups, and classes.	Counselors, Administrator assigned to supervise counselors	Completion of meetings	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					
2) Provide focused small group counseling for students in order to address specific issues, i.e victims of violence, drug/alcohol abuse, loss of family member, etc	Counselors, Administrator assigned to supervise counselors	Provide comfort and trust between the counselors, campus and students.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					
3) GPMS will actively assist the needs of our McKinney Vento students.	Counselors and Administrators	All McKinney Vento students will be identified and services will be given.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					
4) The Communities in Schools coordinator will actively seek student participation.	Communities in School Coordinator	The students basic needs will be met.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

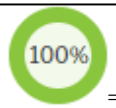
Goal 3: Galena Park Middle will ensure student growth in the tested areas.

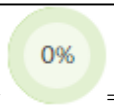
Performance Objective 1: All tested areas will score an of average "C" or higher for Approaches, Meets, and Masters.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All students will improve their academic performance in all core areas (ELA/Reading, Math, Science, Social Studies) by implementing a new master schedule. 1. Math & Reading Plus classes 2. Reading and Writing classes 3. Reading Strategies course 4. Classes designed to focus on monitoring fSPED, Dyslexia, and LEP students. 5. Co-Teach, In-class Support and Resource classes 6. Increase Pre-AP enrollement and participation.	Counselors, Campus Administrators	Master Schedule, and district/campus assessment performance improvement	33%	33%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00, 199-30 - SCE - 0.00					
2) Disaggregate STAAR, district/campus data and use information to determine: (1) trends in student strengths and weakness (2) curricular and instructional strengths and weaknesses (3) campus-wide and individual student intervention and remediation plans to improve student achievement .	Appraisers, Campus Specialist, District SPED and Core area Specialist, Department Chairs	District and campus data meetings with core area departments, one-on-one data meetings with specialist/administrator and Core teachers; Campus, district and STAAR performance improvement	33%	33%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00, 199-30 - SCE - 0.00					



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.

Student Academic Achievement

Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.

School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

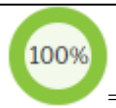
Goal 3: Galena Park Middle will ensure student growth in the tested areas.

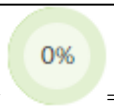
Performance Objective 2: Provide technology support to all classes.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Instructional technology skills will be taught across the curriculum in all core classes.	Campus Technology Instructional Specialist	Lesson plans, student work, student technology performance, and student data.	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Instructional Technology Project-Based Lessons will be taught in core classes and in technology classes.	Instructional Technology Project-Based Lessons will be taught in core classes and in technology classes	Lesson plans, student projects, student technology performance, and student data	33%	33%		
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1 - School Processes & Programs 1					
3) Student access to technology and implementation technology-based lessons will increase through: 1. Access to all 4 computer labs and chromebook cart checkout. 2. Use of iPads, iPods, and chromebooks across all grade levels. 3. Additional training for staff in effective, efficient instructional technology usage.	Campus Instructional Technology Specialist, Department Chairs, SPED and ESL Case Managers, Administrator over curriculum and instruction	Lesson plans, student technology performance data, staff training documentation	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 - School Processes & Programs 1 Funding Sources: 199-23 - Special Education - 0.00, 199 - Bilingual - 0.00, 211 - ESEA Title I, Part A - 0.00					
4) Students will be able to access techology resources from home through the GPMS web page. TIS will continue to offer Google Classroom training to teachers to increase the use in classrooms and at home.	Campus Technology Instructional Specialist	More productivity on assignments and projects by having extended opportunities to access for technology away from school.	33%	33%		
	Problem Statements: Technology 1 - School Processes & Programs 1					



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We need to increase our SPED and African American population success rate a GPMS. We need to hire a more diverse staff. **Root Cause 1**: Co-teachers, general education and special education teachers, need to utilize one of the research based co-teach models. All staff need to be create culturally diverse lessons that engage our African American Students. Although the Hispanic population is the largest student population at Galena Park Middle School, the largest ethnic population of teachers is White.
Student Achievement
Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.
Technology
Problem Statement 1: We need more student technology assess in every classroom to meet the needs of our learners where they are. **Root Cause 1**: There are not enough devices to be used consistently and routinely in everyday instruction for student use.
Student Academic Achievement
Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 3: Galena Park Middle will ensure student growth in the tested areas.

Performance Objective 3: All sub-pops will receive the appropriate accommodations and modifications.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Teachers will identify their special populations students (SPED, ELL, and 504.)	Administrators	Students will receive appropriate accommodations and modifications during both daily instruction and assessments.	100%	100%	100%	
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1					
2) SEPD students will receive additional support through a researched-based co-teach model.	Administrators	Administrators, Campus Core Specialists, and District SPED Specialist.	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 Funding Sources: 199-23 - Special Education - 0.00, 199 - Bilingual - 0.00, 211 - ESEA Title I, Part A - 0.00					
3) ELL students will receive additional support through researched-based Sheltered Instruction and provide an ESL class to all ELL students.	Administrators, Campus Core Specialists, and District ELL Specialist.	Students will receive appropriate accommodations and modifications during both daily instruction and assessments.	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We need to increase our SPED and African American population success rate a GPMS. We need to hire a more diverse staff. **Root Cause 1**: Co-teachers, general education and special education teachers, need to utilize one of the research based co-teach models. All staff need to be create culturally diverse lessons that engage our African American Students. Although the Hispanic population is the largest student population at Galena Park Middle School, the largest ethnic population of teachers is White.

Student Achievement

Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.

Staff Quality, Recruitment, and Retention

Problem Statement 1: We need to provide more professional development though our campus based on our specific needs. **Root Cause 1**: Teachers receive professional development, but they do not always have the ability or time to implement it.

Curriculum, Instruction, and Assessment

Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.

Student Academic Achievement

Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.

School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

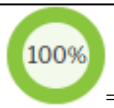
Goal 3: Galena Park Middle will ensure student growth in the tested areas.

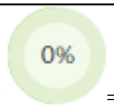
Performance Objective 4: Students will receive appropriate interventions based on their individualized needs.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students who failed STAAR Math and Reading will be placed in Math and Reading Plus courses.	Administrators, teachers, and Core Specialist	Increase the number of students who will reach Approaches on state assessments.	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Students will attend targeted tutorials based on data driven decisions.	Administrators, teachers, and Core Specialist	Increase the STAAR letter grade.	33%	33%		
	Funding Sources: 211 - ESEA Title I, Part A - 0.00					
3) All students will be invited to attend STAAR Saturdays .	Administrators, teachers, and Core Specialists	Increase the percentages of students that achieve Approaches, Meets, and Masters.	0%	33%		
	Funding Sources: 211 - ESEA Title I, Part A - 0.00					
4) Students will receive interventions: 1. Push-ins 2. Pull-outs 3. Team teaching and group rotations . 4. After School Tutorials	Administrators, teachers, and Core Specialists	Increase the STAAR letter grade.	33%	33%		
	Funding Sources: 211 - ESEA Title I, Part A - 0.00					
5) Campus will provide Saturday School for students who fail an academic course for the nine weeks.	Campus Administrators	Provide tutorials for students who under perform in all academic areas.	0%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00					



= Accomplished = Continue/Modify 

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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We need to increase our SPED and African American population success rate a GPMS. We need to hire a more diverse staff. **Root Cause 1**: Co-teachers, general education and special education teachers, need to utilize one of the research based co-teach models. All staff need to be create culturally diverse lessons that engage our African American Students. Although the Hispanic population is the largest student population at Galena Park Middle School, the largest ethnic population of teachers is White.
Student Achievement
Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.
Technology
Problem Statement 1: We need more student technology assess in every classroom to meet the needs of our learners where they are. **Root Cause 1**: There are not enough devices to be used consistently and routinely in everyday instruction for student use.
Student Academic Achievement
Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

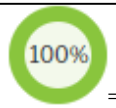
Goal 4: Galena Park Middle will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Enhance the quality of fine arts programs.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Promote Fine Arts classes to all students. - Pentathlon -Spanish -College Career Readiness -Dance -Cheer -Athletics	Counselors Sponsors	Awareness of fine arts programs on campus and increased numbers	33%	33%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 461 - Campus Activity Funds - 0.00					
2) Increase the number of students participating in UIL sponsored events by having UIL sponsors recruit student participants in the fall semester.	Sponsors	Awareness of fine arts programs on campus and increased numbers.	33%	33%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 461 - Campus Activity Funds - 0.00					



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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

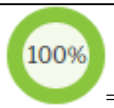
Goal 4: Galena Park Middle will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

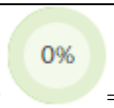
Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities available for students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All clubs and organizations will actively recruit students. They will sponsor and or participate in campus/community activities throughout the year.	Administrator assigned to HB5 compliance	Activity logs, student enrollment data with an increase in groups that do not have a maximum number such as dance and cheer	33%	33%		
	Problem Statements: School Processes & Programs 1					
2) Campus will increase the number of students participating in competitive activities/events and improve performance in activities such as: 1. Academic UIL 2. Essay Contests 3. Spelling and Geography Bee 4. Multimedia Festival 5. Rodeo Art Technology 6. Dance 7. Cheer 8. Communities in Schools 9. Teen Leadership 10. Athletics (football, volleyball, etc.)	Administrator assigned to extracurriculars and elective	List of competitions, events, results and awards	33%	33%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 461 - Campus Activity Funds - 0.00					
3) Math and Science/Pentathlon team will compete. A preparation class will be provided in the master schedule.	Math Specialist, Administrator assigned to math	Contest lists and favorable student results and achievement, master schedule	33%	33%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 461 - Campus Activity Funds - 0.00					
4) GPMS will post campus activities for students/parents on the marquee and on the web site.	TIS, Secretary, administrators, and coaches	Website and first class calendar are up to date and correct	33%	33%		



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

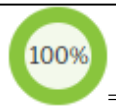
Goal 4: Galena Park Middle will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

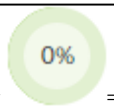
Performance Objective 3: Provide all middle school students with PE, Music, and Art weekly.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Meet quarterly with club sponsors to ensure student and sponsors' needs are being met by the campus.	Administrator assigned to clubs	Maintain and support current clubs to promote continuation	33%	33%		
	Problem Statements: School Processes & Programs 1					
2) In August 2018, encourage all teachers to get involved and start a new non-existent club on campus.	Administrator assigned to clubs	Increase the number of clubs on campus	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					



= Accomplished = Continue/Modify 

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Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 4: Galena Park Middle will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 4: Offer a wide variety of extracurricular student clubs.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Administer Fitness Gram during Physical Education classes	Athletic Coordinator PE Teachers	Promote an increase in student physical activity	0%	33%		
	Problem Statements: School Processes & Programs 1					
2) Offer different electives and extracurricular activities to all students. 1. Athletics (football, volleyball, etc.) 2. Teen Leadership 3. Spanish 4. Art 5. Choir 6. Band 7. Dance 8. Cheer 9. Christian Athletes 10. UIL 11. Pentathlon	Counselors	All students are taught the importance of being involved in school activities.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 5: Galena Park Middle will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

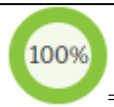
Performance Objective 1: Ensure students and parents understand the importance of attending school regularly, arrive to school on time and completing high school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Use automated call out system to notify parents of student absences.	Attendance clerk	Attendance rate of 97%	33%	100%	100%	
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1					
2) Attendance clerk, counselors, administrators, etc, will follow district protocols for communicating with parents about student absences, including phone calls, warning letters, home visits, truancy referrals, etc,	Administrator assigned to student attendance	Attendance rate of 97%	33%	33%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
3) Attendance committee will monitor attendance, provide incentives, and implement campus initiatives to increase teacher/student attendance. 1. Semester Attendance Bash 2. Student drawings for perfect attendance 3. Free dress for perfect attendance 4. Perfect attendance luncheons for staff 5. Monthly grade level competitions for perfect attendance	Administrator assigned to attendance	Attendance rate of 97%	33%	33%		
	Problem Statements: School Processes & Programs 1 - Perceptions 1					

4) Students with 5 or more absences per nine weeks will attend Saturday School.	Campus Administrators and Attendance Clerk	Attendance rate 97%	0%	33%		
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					



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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.
Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
Student Academic Achievement
Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.
Perceptions
Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

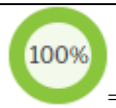
Goal 5: Galena Park Middle will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

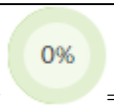
Performance Objective 2: Develop intervention strategies and provide support to campuses to improve attendance, graduation, retention and drop-out rates.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students with frequent absences will be monitored and services through counseling department, communities in schools visits will be provided, and home visitations will be conducted.	Administrator assigned to attendance	Attendance rate of 97%, decrease in the amount of students that get filed on for non-attendance.	33%	33%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Attendance rate of 96.5%, decrease in the amount of students that get filed on for non-attendance.	Administrations and lead teachers/dept chairs, specialists.	Attendance sheets for Saturday School during the year.	33%	33%		



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.
Student Academic Achievement
Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.
School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

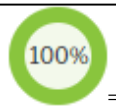
Goal 5: Galena Park Middle will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

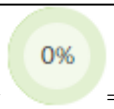
Performance Objective 3: Implement strategies to monitor and increase staff attendance.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All absences will be reported directly to the Principal for approval. Daily staff attendance report will be sent to the Principal.	Principal, School Secretary	Staff attendance rate of 97.5%	33%	33%		
2) Regular incentives programs, celebrations for teacher attendance will be implemented. This will include items such as: jean days, perfect attendance recognition at monthly faculty meetings, awards, recognition in campus communications, short term contests/challenges, etc.	Administrator assigned to attendance, Principal, School Secretary	Staff attendance rate of 97.5%	33%	33%		
	Funding Sources: 199 - Local - 0.00					



= Accomplished = Continue/Modify 

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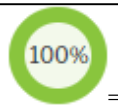
Goal 6: Galena Park Middle will provide opportunities for parental/community involvement and business partnership.

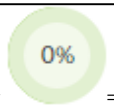
Performance Objective 1: Provide multiple parental involvement opportunities and maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Recruit volunteers and maintain increase active PTA membership that participates in community service activities.	Administrators, Campus PTA Leader, GPMS Counselors and Teachers	Administrators, Campus PTA Leader, CMS Counselors and Teachers	33%	33%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1 - Perceptions 1					
2) Conduct parent at least 5 parent meetings per year.	GPMS Counselor	Increased Parent participation	33%	66%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1 - Perceptions 1					
3) Recruit parents to serve on Campus Planning & Advisory Committee (CPAC) to provide feedback for overall school improvement and decision-making.	Principal	Parents will be involved in our decision making process.	33%	66%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1 - Perceptions 1					



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Perceptions

Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

Goal 6: Galena Park Middle will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Provide multiple communication channels with parents, students and the community and market our school.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Campus will frequently communicate with parents and community through the following: 1. Letters and phone calls 2. Campus newsletter 3. Updated Website 4. Key communicator 5.Various Social Media 6. Updated Marque	Campus will frequently communicate with parents and community through the following: 1. Letters and phone calls 2. Campus newsletter 3. Updated Website 4. Key communicator 5.Various Social Media 6. Updated Marque	Letters, phone logs, news letters, website, callout, key communicator logs and social media history	33%	66%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: 199 - Local - 0.00					
2) Assist parents in how to use Skyward's Family Access to have the ability to follow their student's progress throughout the year.	TIS, Counselors, Teachers, A.P.'s and Principal	Increased parental involvement	33%	33%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1					
3) Communicate with parents/community members in English and Spanish regarding student progress/performance, upcoming events, and other school issues on a regularly scheduled basis through traditional means and electronic media.	All Staff	Parent will become more involved in our school.	33%	66%		
	Problem Statements: Parent and Community Engagement 1 - School Processes & Programs 1					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.
Perceptions
Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

Goal 6: Galena Park Middle will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Create a strong relationship with our business partners.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Invite business leaders and other community members to serve on the CPAC.	Principal	One member from each of the following areas serves on the CPAC.	33%	33%		
	Problem Statements: Parent and Community Engagement 1 - Demographics 1 - School Processes & Programs 1 - Perceptions 1					
2) Provide public recognition to all business partners who support our instructional needs.	Principal	Increased relationships with business partners.	33%	33%		
	Problem Statements: Parent and Community Engagement 1 - Demographics 1 - School Processes & Programs 1 - Perceptions 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
Demographics
Problem Statement 1: We need to build stronger parent and community partners. **Root Cause 1**: We need to reach out to more community businesses for support, and we need to team up with our parents too.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.
Perceptions
Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

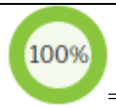
Goal 6: Galena Park Middle will provide opportunities for parental/community involvement and business partnership.

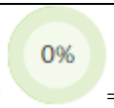
Performance Objective 4: Connect parents and businesses with GPMS Communities in School's coordinator.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Create partnerships with local businesses to serve the needs of our students.	Principal, counselors, and Community in School's coordinator.	Students will receive needed support and services from our Community in School's coordinator.	33%	100%	100%	
	Problem Statements: Parent and Community Engagement 1 - Demographics 1 - School Processes & Programs 1					



= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We need to build stronger partnerships with our parents to help us support their child's academic needs. **Root Cause 1**: Parents do not always know how to support their child's education even if they want to.
Demographics
Problem Statement 1: We need to build stronger parent and community partners. **Root Cause 1**: We need to reach out to more community businesses for support, and we need to team up with our parents too.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 7: Galena Park Middle will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Teachers will attend frequent campus level and off campus professional development sessions.	Administrators	Certificates of completion and credit earned, lesson plans, observed classroom implementation	33%	66%		
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Processes & Programs 1 Funding Sources: 199 - Local - 0.00, 211 - ESEA Title I, Part A - 0.00					
2) Teachers are provided with departmental and team planning time.	Leadership Team	Meeting minutes, lesson plans, observed lessons with critical thinking, and rigorous, TEKS-based instruction differentiated to meet the needs of diverse learners	33%	66%		
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1					
3) Provide training to the GPMS Faculty on Fundamental 5, conduct Powerwalks, and conduct coaching conferences to respond to the data collected during.	Instructional Leadership Team	Teachers are implementing Fundamental 5 strategies.	33%	66%		
	Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
4) Provide teacher training in order to gain insight into effective teaching techniques for students' success in working with our different populations of students (SPED, LEP, Pre-AP, GT, 504, etc.)	Leadership Team	Effective lessons for students needing accommodations and modifications.	33%	66%		
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1					

5) Teacher will have opportunities to participate in off campus training programs.	Administrators	Teachers will develop their skills and grow in their profession.	33%	66%		
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 - Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: 199-23 - Special Education - 0.00, 199 - Bilingual - 0.00, 211 - ESEA Title I, Part A - 0.00					
6) Core teachers will receive instructional coaching.	Specialist	Teacher effectiveness will increase, and student achievement will increase.	33%	100%	100%	
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
7) All teachers will receive job embedded coaching by their personal appraiser.	Administrators	Students achievement will increase , and teacher effectiveness will increase.	33%	33%		
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
8) GPMS will create a culture of literacy across the campus.	Leadership Team	Students will read and write daily in every classroom.	33%	33%		

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We need to increase our SPED and African American population success rate a GPMS. We need to hire a more diverse staff. **Root Cause 1**: Co-teachers, general education and special education teachers, need to utilize one of the research based co-teach models. All staff need to be create culturally diverse lessons that engage our African American Students. Although the Hispanic population is the largest student population at Galena Park Middle School, the largest ethnic population of teachers is White.
Student Achievement
Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on the state TELPAS exam. We want to meet safeguards in all areas too. **Root Cause 1**: Interventions historically have been based on "bubble" Approaches students only, and we are still struggling to individualize our instruction across the campus.
School Culture and Climate

Problem Statement 1: We want all staff and students to be positive and display their best character traits at all time, and the whole building needs to be on the same disciplined plan. **Root Cause 1**: There are a few negative people on the team. We need to spend more time with our stakeholders to develop our Campus Improvement Plan. We need a common discipline plan/ policy to follow.

Staff Quality, Recruitment, and Retention

Problem Statement 1: We need to provide more professional development though our campus based on our specific needs. **Root Cause 1**: Teachers receive professional development, but they do not always have the ability or time to implement it.

Curriculum, Instruction, and Assessment

Problem Statement 1: We are allowing some students with different educational needs to fall though the cracks. **Root Cause 1**: Students do not get identified early enough for them to receive the support they might need, and sometime teachers do not know how to provide intervetions to these students.

School Context and Organization

Problem Statement 1: Our campus needs to have well defined explanations of our policies and procedures that are executed consistently. **Root Cause 1**: We have high expectations for all across the campus, but not all team players are meeting them consistently. This creates tension across the school.

Technology

Problem Statement 1: We need more student technology assess in every classroom to meet the needs of our learners where they are. **Root Cause 1**: There are not enough devices to be used consistently and routinely in everyday instruction for student use.

Demographics

Problem Statement 1: We need to build stronger parent and community partners. **Root Cause 1**: We need to reach out to more community businesses for support, and we need to team up with our parents too.

Student Academic Achievement

Problem Statement 1: We need to increase our overall "Approches" scores by meeting the needs of our "sub pops.", and we need to get more students scoring "Meets" and "Masters" on STAAR. **Root Cause 1**: We need to deferente our instruction to meet our individual student needs.

School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Perceptions

Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

Goal 7: Galena Park Middle will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Build leadership capacity though the Campus Leadership Team.	Administrators	Staff will serve in different leadership capacities.	33%	33%		
	Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: 199 - Local - 0.00					
2) GPMS will nominate aspiring leaders to the Aspiring Leaders Academy.	Administrators	Teacher(s) attend the Leadership at district and monthly campus meetings	33%	100%	100%	
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 - School Processes & Programs 1 - Perceptions 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: We want all staff and students to be positive and display their best character traits at all time, and the whole building needs to be on the same disciplined plan. **Root Cause 1**: There are a few negative people on the team. We need to spend more time with our stakeholders to develop our Campus Improvement Plan. We need a common discipline plan/ policy to follow.
Staff Quality, Recruitment, and Retention
Problem Statement 1: We need to provide more professional development though our campus based on our specific needs. **Root Cause 1**: Teachers receive professional development, but they do not always have the ability or time to implement it.
School Context and Organization
Problem Statement 1: Our campus needs to have well defined explanations of our policies and procedures that are executed consistently. **Root Cause 1**: We have high expectations for all across the campus, but not all team players are meeting them consistently. This creates tension across the school.

School Processes & Programs

Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Perceptions

Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

Goal 7: Galena Park Middle will ensure high quality staff is employed.

Performance Objective 3: Recruit and retain highly qualified staff

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Participate in the job fair and provide supplemental recruitment materials to attract highly qualified candidates.	Administrators, Campus Leadership Team	Secure letters of intent from highly qualified teachers at job fairs in the Spring and ensure certificates of completion for all staff.	0%	33%		
	Funding Sources: 199 - Local - 0.00					
2) 2) Create an "onboarding" process to introduce new staff to our school and district culture, goals, and programs	Administrators and Lead Mentor Teacher	Teachers will be retained.	33%	33%		
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 - School Processes & Programs 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: We need to provide more professional development though our campus based on our specific needs. **Root Cause 1**: Teachers receive professional development, but they do not always have the ability or time to implement it.
School Context and Organization
Problem Statement 1: Our campus needs to have well defined explanations of our policies and procedures that are executed consistently. **Root Cause 1**: We have high expectations for all across the campus, but not all team players are meeting them consistently. This creates tension across the school.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 8: Galena Park Middle will provide superior operational services to best support students and staff success.

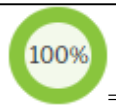
Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner

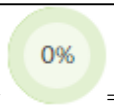
Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Replace furniture as needed to ensure student and staff safety.	Principal	Student and Staff safety	33%	100%	100%	
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
2) Report in a timely manner any equipment that is in need of repair.	Administrators & Staff	Well-kept building that is safe and secure.	33%	100%	100%	
	Problem Statements: School Processes & Programs 1					
3) Create a plan to mount all classroom projectors.	Administrators	Teachers will be able to use the classroom technology effectively.	0%	0%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					
4) Build a plan to provide student technology assess in every classroom every day of the school year.	Administrators, Specialists, and TIS	Students will become accustom to using technology as part of their everyday learning.	33%	33%		
	Problem Statements: Technology 1 - School Processes & Programs 1 Funding Sources: 199-23 - Special Education - 0.00, 199 - Bilingual - 0.00, 199 - Local - 0.00, 211 - ESEA Title I, Part A - 0.00					
5) Update our school library.	Administrators and Librarian	Students will have an environment conducive to reading.	33%	33%		
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - Local - 0.00					

6) Build a plan to update our cafeteria sound system.	Principal	We will be able to effectively communicate to all stakeholders inside the cafeteria.	33%	33%		
	Problem Statements: School Processes & Programs 1					



= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: We need more student technology assess in every classroom to meet the needs of our learners where they are. **Root Cause 1**: There are not enough devices to be used consistently and routinely in everyday instruction for student use.
School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

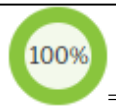
Goal 8: Galena Park Middle will provide superior operational services to best support students and staff success.

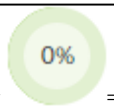
Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Train all staff on exceptional customer service.	Administrators	Higher level of customer service for all staff.	33%	33%		
	Problem Statements: Perceptions 1					
2) Training on how to deal with aggressive parents and students for all staff.	Administrators	Increased rate of effectively dealing with aggressive parents and students.	0%	0%		
	Problem Statements: Perceptions 1					



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We need to include more stakeholders when making decisions for our campus. **Root Cause 1**: Lack of time was set aside to really plan and discuss our campus needs with all stakeholders.

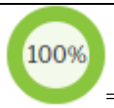
Goal 8: Galena Park Middle will provide superior operational services to best support students and staff success.

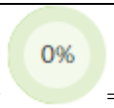
Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Principal will meet regularly with the financial clerk to ensure proper budgetary planning, allocation of proper use of all funding, and proper alignment to our CIP occurs.	Principal; Principal Secretary	Budget expenditures align to campus instructional needs	33%	66%		
	Problem Statements: School Processes & Programs 1					



= Accomplished = Continue/Modify 

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Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Goal 8: Galena Park Middle will provide superior operational services to best support students and staff success.

Performance Objective 4: Ensure that GPMS has zero testing irregularities.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Follow all laws and testing policies and procedures.	Principal and Testing Coordinators	We will not have any testing irregularities.	33%	33%		
	Problem Statements: School Processes & Programs 1					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to define, strategically plan, implement, and evaluate our current processes (for purchases and practices) and programs (curricular and extracurricular). **Root Cause 1**: We are making progress at GPMS, but we can't really explain the specifcs as to what is helping us achieve our progress in all areas.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Part of our CNA was developed utilizing the data from a staff survey. The other components were developed by eight campus committees. Teachers were divided into teams of eight different committees that corresponded to the ESSA Title 1 categories. Committees reviewed data pieces and determined campus needs based on these information sources. Their needs assessment was turned into the CPAC.

Meeting dates:

April 12, 2018

May 25, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee teams met to discuss the needs in each one of their categories. Based on data pieces and survey information, committees came up with root causes and problem statements. They analyzed performance objectives for each goal and the strategies that went along with them based on the problem statements and root causes.

Jarrett Johnson	jjohnon@galenaparkisd.com	Administrator	
Margo Kelley	mkelley@galenaparkisd.com	Administrator	Edit Delete
Elizabeth Nava	enava@galenaparkisd.com	Administrator	Edit Delete
Lee Ramirez	lramirez@galenaparkisd.com	Administrator	Edit Delete
Brittany Bray	bbray@galenaparkisd.com	ELA Teacher	Edit Delete
Erica Ortiz	eortiz@galenaparkisd.com	ESL Teacher	Edit Delete
Misty Hummel	mhummel@galenaparkisd.com	Specialist	Edit Delete
Azalea Wagner	awagner@galenaparkisd.com	Science Teacher	Edit Delete
Helina Bedasa	hbedasa@galenaparkisd.com	Science Teacher	Edit Delete
Evelyn Flores	evflores@galenaparkisd.com	Math Teacher	Edit Delete

Jose Merino	jmerino@galenaparkisd.com	Math Teacher	Edit Delete
Johnnie Price	jpprice@galenaparkisd.com	S.S. Teacher	Edit Delete
Jodie Gonzales	jlgonzales@galenaparkisd.com	S.S. Teacher	Edit Delete
Joey Espinoza	jdespinoza@galenaparkisd.com	SpEd Paraprofessional	Edit Delete
Juliette Reynolds	jreynolds@galenaparkisd.com	SpEd Teacher	Edit Delete

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting. If there are any edits necessary, the final decisions will go through the CPAC for approval.

CPAC Meeting Dates 2018-19:

September 25, 2018

November 27, 2018

February 26, 2019

March 26, 2019

April 30, 2019

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

The CIP will be available to parents in the front office (Eng/Span). A link to the main parts of the CIP will also be available on the campus website. The CIP is also available at the districts administration office. The goals of the CiP are available in English and Spanish.

2.4: Opportunities for all children to meet State standards

As stated in the campus mission and vision statements, students are put first at Galena Park Middle. Therefore, all students will be afforded every opportunity to be successful through daily activities, before, during, & after school intervention and opportunities to engage in extracurricular activities.

CIP page numbers:

p. 14, 16-19, 22, 29, 37-38, 40 & 42.

2.5: Increased learning time and well-rounded education

Galena Park Middle school will provide students with opportunities to attend tutorials to fill in learning gaps. Teachers will be provided with up to date reading materials and math manipulatives to utilize for student improvement.

CIP page numbers:

p. 20-26, 33, 42-43 & 51

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

All student progress is monitored closely. Through RTI and At-Risk identification, student progress is checked throughout the year. Aside from district assessments, teachers utilize ongoing formal and informal assessment to check student progress.

CIP page numbers:

p. 19-20, 24, 26, 33, 35-36 & 42

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school/parent compact along with a calendar of the year's events will be handed out to parents during Meet the Teacher Night and Open House.

The PTA members and parents reviewed and made changes if needed to our PAFE policy (2017-2018) and our compact for learning (2017-2018) at our Muffins for Moms meeting.
PTA (2017-2018) members included:
Danela Galvan- Secretary
Kim Hadaway-President
Joey Elizondo- Vice President

3.2: Offer flexible number of parent involvement meetings

Galena Park Middle school offers several opportunities for parental involvement meetings throughout the year. Aside from Galena Park Middle schools sponsored events, our campus PTA also hosts meetings. The first semester includes: Meet the Teacher, Open House, Red Ribbon Week, Donuts with Dads, Grandparents Breakfast, and parent volunteer opportunities.

AM/PM School day

On campus

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jarrett Johnson	
Administrator	Margo Kelley	
Administrator	Elizabeth Nava	
Administrator	Lee Ramirez	
Classroom Teacher	Brittany Bray	
Classroom Teacher	Erica Ortiz	
Specialist	Misty Hummel	
Classroom Teacher	Azalea Wagner	Science Teacher
Classroom Teacher	Helina Bedasa	Science Teacher
Classroom Teacher	Evelyn Flores	Math Teacher
Classroom Teacher	Jose Merino	Math Teacher
Classroom Teacher	Johnnie Price	S.S. Teacher
Classroom Teacher	Jodie Gonzales	S. S. Teacher
Paraprofessional	Joey Espinoza	SpEd Para
Classroom Teacher	Juliette Reynolds	SpEd Teacher

Campus Budget Committee

Committee Role	Name	Position
Administrator	Lee Ramirez	
Specialist	Misty Hummel	
Administrator	Elizabeth Nava	
Administrator	Margo Kelley	
Administrator	Jarrett Johnson	AP
Specialist	Stephanie Kayser	Specialist
Specialist	Carolina Uranga	

Attendance Committee

Committee Role	Name	Position
Administrator	Margo Kelley	
Classroom Teacher	Rebeca Garza	
Classroom Teacher	Christopher Martinez	
Librarian	Elisa Lapaglia	
Classroom Teacher	Ramon Cinco	
Classroom Teacher	Azalea Wagner	
Classroom Teacher	Megan Evans	

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Administrator	Jarrett Johnson	
Specialist	Misty Hummel	
Specialist	Stephanie Kayser	
Specialist	Carolina Uranga	
Classroom Teacher	Erica Ortiz	
Classroom Teacher	Linda Branon	

Culture and Climate

Committee Role	Name	Position
Administrator	Lee Ramirez	
Classroom Teacher	Laurie Ballesteros	
Classroom Teacher	Megan Evans	
Classroom Teacher	Howard Cook	
Librarian	Elisa Lapaglia	

Technology

Committee Role	Name	Position
Specialist	Evelyn Aaron	
Classroom Teacher	Irene Zepeda Alatorre	
Classroom Teacher	Ramon Cinco	
Classroom Teacher	Garza Rebeca	
Classroom Teacher	Evelyn Flores	

Student Achievement

Committee Role	Name	Position
Administrator	Elizabeth Nava	
Specialist	Misty Hummel	
Specialist	Stephanie Kayser	
Specialist	Carolina Uranga	
Classroom Teacher	Erica Ortiz	

Staff Quality, Recruitment and Retention

Committee Role	Name	Position
Administrator	Margo Kelley	
Administrator	Elizabeth Nava	
Administrator	Lee Ramirez	
Administrator	Jarrett Johnson	
Specialist	Misty Hummel	
Specialist	Stephanie Kayser	
Specialist	Carolina Uranga	

Demographics

Committee Role	Name	Position
Classroom Teacher	Brittany Bray	
Classroom Teacher	Matthew Wright	
Classroom Teacher	Barbara Vasquez	
Classroom Teacher	Arlene Sahagun	
Classroom Teacher	Omar Trevino	

Family and Community Involvement

Committee Role	Name	Position
Administrator	Danela Galvan	
Administrator	Trina Brooks	
Paraprofessional	Joey Espinoza	
Classroom Teacher	Hilroi Euryspthee	
Classroom Teacher	Stephanie Fountain	

School Context and Organization

Committee Role	Name	Position
Administrator	Jarrett Johnson	
Classroom Teacher	Herbert Allen	
Classroom Teacher	Justin Allen	
Paraprofessional	Anna Cadriel	
Paraprofessional	Gladys Gutierrez	

Campus Funding Summary

199-23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3			$0.00
3	3	2			$0.00
7	1	5			$0.00
8	1	4			$0.00
				Sub-Total	$0.00
199-30 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	2			$0.00
				Sub-Total	$0.00
199 - Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3			$0.00
3	3	2			$0.00
7	1	5			$0.00
8	1	4			$0.00
				Sub-Total	$0.00
199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
5	1	2			$0.00
5	1	4			$0.00
5	3	2			$0.00

6	2	1			$0.00
7	1	1			$0.00
7	1	3			$0.00
7	2	1			$0.00
7	3	1			$0.00
8	1	1			$0.00
8	1	3			$0.00
8	1	4			$0.00
8	1	5			$0.00
				Sub-Total	$0.00
211 - ESEA Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	2			$0.00
3	2	3			$0.00
3	3	2			$0.00
3	4	2			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$0.00
7	1	1			$0.00
7	1	5			$0.00
8	1	4			$0.00
				Sub-Total	$0.00
461 - Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
4	1	2			$0.00

4	2	2			$0.00
4	2	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Galena Park Middle School

Campus Planning and Advisory Committee (CPAC) Agenda

September 25, 2017

1. Welcome
2. Introductions
3. Site Based Decision Making

   Roles/Responsibilities
4. Board/District Policy
5. Membership & Terms
6. Comprehensive Needs Assessment
7. Campus Improvement Plan

   Quarterly Review 1
8. Questions/Comments

Notes/To Do:

CPAC Meeting 9/25/17

1. Welcome by Elizabeth Nava at 4:07pm
2. Introductions: Jessica Rodriguez -S.S., Kayla Almaguer -ELA, Brittany Bray- ELA, Erica Ortiz- ESL, Ida Rocha -Business Member, Elida Pena- Parent, Stacey Costley- Counselor, Misty Hummel- Specialist, Elisa Lapaglia- Librarian, Margo Kelley-AP, Jarrett Johnson-AP, Lee Ramirez- Principal
3. Roles and Responsibilities- Nava presented the Site Based Decision Making Powerpoint with the committee. The gist is for the committee to help make decisions to improve GPMS and ensure that GPMS's budget has good stewardship.
4. Board/ District Policy- GPMS's Action Plan has alignment to GPISD
5. Membership and Terms- teachers are asked to be on the committee for a 2 year term
6. Comprehensive Needs Assessment-
7. Campus Improvement Plan Quarterly Review #1 - was split into sections and given to groups of 3 or 4 to determine where GPMS is in regards to each goal listed.
8. Questions/Comments- Wrapped-up by Elizabeth Nava with the dates of the committee's future meetings at 4:41pm

GPMS - CPAC MEETING

GPMS Multi Rm (75)

September 25, 2017 at 4:15 PM to September 25, 2017 at 5:15 PM

Instructor(s): E. Nava

Active Participants: 12

	Signature
Bendorf, Laura L Galena Park Middle School	
Costley, Stacy R Galena Park Middle School	
Curtis, Shelia Galena Park Middle School	not CPAC
De Stefano, James N Woodland Acres Middle School	not CPAC
Graham, Rodrigus Galena Park Middle School	
Johnson, Jarrett D Galena Park Middle School	
Kelley, Margo M Galena Park Middle School	
Lapaglia, Elisa Galena Park Middle School	
Mckinney, Tia N Galena Park Middle School	
Nava, Elizabeth Galena Park Middle School	
Pena, Elida (parent) Galena Park Middle School	
Ramirez, Lee Galena Park Middle School	
no name	
Rodriguez Jessica no name	
Brittany Bray no name	
Kayla Almaguer no name	
Erica Ortiz	
Hummer Misty	

Joey Espinoza

Galena Park Middle School

Campus Planning and Advisory Meeting (CPAC)

November 27, 2017

1. Welcome
2. CIP Quarterly Review 2
3. School Report Card and TAPR Report
4. Questions/Comments

Notes/To Do:

GPMS - CPAC MEETING

GPMS Multi Rm (75)
November 27, 2017 at 4:15 PM to November 27, 2017 at 5:15 PM
Instructor(s): L. Ramirez
Active Participants: 17

	Signature
Almaguer, Kayla M Galena Park Middle School	
Bendorf, Laura L Galena Park Middle School	
Bray, Brittany T Galena Park Middle School	
Cavazos, Esmeralda Galena Park Middle School	
Costley, Stacy R Galena Park Middle School	
Espinoza, Joey D Galena Park Middle School	
Graham, Rodrigus Galena Park Middle School	
Hummel, Misty Admin Zotz, Galena Park Middle School	
Johnson, Jarrett D Galena Park Middle School	
Kelley, Margo M Galena Park Middle School	
Lapaglia, Elisa Galena Park Middle School	
Mckinney, Tia N Galena Park Middle School	
Nava, Elizabeth Galena Park Middle School	
Ortiz, Erica Galena Park Middle School	
Pena, Elida Galena Park Middle School	
Ramirez, Lee Galena Park Middle School	

GPMS - CPAC MEETING

GPMS Multi Rm (75)

November 27, 2017 at 4:15 PM to November 27, 2017 at 5:15 PM

Instructor(s): L. Ramirez

Active Participants: 17

	Signature
Rodriguez, Jessica Galena Park Middle School	
no name	
no name	
no name	
no name	
no name	