We will work collaboratively, compassionately, and respectfully to ensure that all students, staff, and community achieve their maximum potential by

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During the 2018-2019 school year, our student population (approximately 1800 students) consisted of the following: 93.7% Hispanic, 3.6% African-American, 2.3% White, 0.1% Asian, 0.1% American Indian, and 0.1% Two or More Races. Of our 1877 students, 78.1% were classified as Economically Disadvantaged and 61.8% as At-Risk. During this school year, 16.5% of the students participated in our English Language Learners program, 7.2% were part of our Special Education program, 6.4% were classified as Gifted and Talented, and 82.8% of students participated in our Career and Technical Education program.

The Texas Academic Performance Report for GPHS indicates that in 2017-2018 the annual drop rate was 1.7%, which was a slight decrease from the year before (1.8%). The 4-year longitudinal rate shows that the graduation rate for the class of 2017 was 90.9%.

The campus consisted of a staff population of 154 individuals during the 2017-2018 school year. The following represents the demographic information concerning the teacher population: 47.3% White, 30.3% Hispanic, 17.2% African-American, 4.3% Asian, 50.1% males, and 49.9% females. 100% of the faculty was deemed as Highly Qualified and 100% of paraprofessional staff were also deemed Highly Qualified.

The demographics committee met on February 15, 2019 and determined the following demographic strengths for GPHS:

1. College advocacy through our academic advisor.

2. Teachers have high academic standards that are evident in a variety of ways including EOC scores and CTE certifications.

3. There are supportive administrators at GPHS.

4. Our students are well-mannered and engaged in the learning process.

STAAR data shows achievement gaps existing between campus passing performance and state standards. The smallest gaps exist in the Algebra 1 and Biology End of Course (EOC) exams while the largest gaps exist in the English 1 and English 2 exams.

STAAR Percentage Passing Rates (Approaches)

EOC Test	Year	Campus %
English 1	2018	58
	2019	68
English 2	2018	61
	2019	64
Algebra 1	2018	90
	2019	89
Biology	2018	86
	2019	87
US History	2018	95
	2019	96

1. GPHS received an academic distinction in Social Studies in the 2017-2018 school year.
2. Our campus met or exceeded the state percentage of students at approaches in Algebra I, Biology, and US History.
3. There is a 0-1% gap between our school percentages at approaches and our Economically Disadvantaged population percentages at approaches.
4. GPHS exceeded the state's percentage for career or military readiness (18.5% versus 13.2%).
5. GPHS exceeded the state's percentage for students with a CTE coherent sequence (25.5% versus 17.3%).

: Our students lack strategies for reading proficiency.

: There are few opportunities outside of English class for students

to engage in devoted reading.

: Our students lack strategies for writing proficiency. : Core teachers do not have the training to model writing strategies outside of English class.

It is a priority of the staff and administration of Galena Park High School to put processes and procedures in place that will create the safest environment possible for everyone. The Foundations committee was created to address issues and concerns that may arise concerning campus processes and procedures. The committee consists of staff, teachers, and administrators. Discussion related to campus operational procedures is also discussed with the entire staff during monthly after school staff meetings. It will be a primary goal next year to increase teacher buy-in to the foundations' plan.

The school process and program committee met on February 15, 2019 and determined the following strengths:

1. GPHS does a good job of recruiting and retaining qualified teachers through the use of job fairs, new teacher training, and mentor-ships.

2. Communication has improved at GPHS during the 2018-19 school year.

3. Attendance has improved for both staff and students.

4. The campus has a proactive approach to resolving problems.

5. There are a variety of activities that students can participate in and that faculty members can sponsor. This leads to an increased positive student and staff relationships.

6. The college and career message is being well communicated to students in a systematic way.

7. The use of Google Chromebooks and interactive boards, as well as unlimited google drive space, is increasing the technology used on campus.

involve community members.

: There is low school spirit. : Lack of community events to encourage participation in school wide events.

: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. : Minimal oversight and a lack of teacher hall captains have added to this problem.

Galena Park High School is a charming community school which houses approximately 150 faculty and staff members. The table below illustrates the staff responses to a portion of the campus climate survey they were asked to complete in March 2019. Approximately 89% of the staff members who completed the survey agreed they can [illegible] and [illegible] at GPHS.

The Galena Park High School Perceptions committee met on February 15, 2019 and identified the following strengths in our area:

1. Student Attendance growth for the 2018-19 school year.

2. Campus Communication

3. Reduced student traffic in the hallways

4. Announcements are handled well. The end of the day announcements takes up minimal time.

: GPHS would like to improve parent participation in their child's education. : There are several barriers (language, time) to increased participation.

: A lack of community involvement at GPHS. : Barrier include a lack of communication, language, time and activities to involve community members.

: There is low school spirit. : Lack of community events to encourage participation in school wide events.

: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. : Minimal oversight and a lack of teacher hall captains have added to this problem.

: There is low school spirit.

: Lack of community events to encourage participation in school-wide events.

: Parents are often unaware of the college admissions process and students occasionally feel unsupported in this area.

: Demographics of our community mean that few u of the

: Our students lack strategies for reading proficiency.

: There are few opportunities outside of English class for students to engage in devoted reading.

: Student Academic Achievement

: Our students lack strategies for writing proficiency.

: Core teachers do not have the training to model writing strategies outside of English class.

: Student Academic Achievement

: Student attendance is below the district goal.

: There are 2 groups of students we are concerned with: chronically absent and occasionally absent (1-5 absences per semester)

: Demographics

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

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data

  Response to Intervention (RtI) student achievement data

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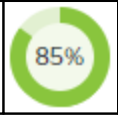
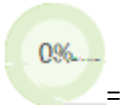
GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

GPHS will provide regular recognition for students and staff members.

CNA survey

Met Performance Objective

1) A/B honor roll will be posted each six weeks in the academic honor wall area. Students who are on the honor roll with receive a small prize each six weeks.		Associate Principal for C&I.	Positive Campus Climate.				
	: Demographics 1 - School Processes & Programs 2 - Perceptions 6 : 199 - Local - 0.00						
= Accomplished = Continue/Modify  = No Progress = Discontinue							

= oblem Statement 1 : There is low school spirit.

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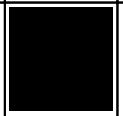
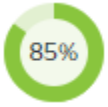
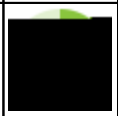
GPHS will provide a safe, productive and healthy learning/working environment for students and staff.

GPHS will ensure student growth in the test areas.

Meet or exceed the state average in all tested areas

An increased improvement of students meeting or exceeding the state overall passing standard and a minimum of 10% growth in Masters Grade Level Performance. Reach Meets in ELA of 50% and Mastery at 10%.

1) All students will continue Curriculum Based Assessments and District Assessments to monitor progress, drive instruction and implement interventions. All assessments will be tracked in Eduphoria for data analysis by teachers, specialist and administrators.	2.4	Dept. Chairs, TIS, Content Instructional Specialists	Data Reports from Eduphoria/Aware Lesson Plans Student Growth and Success				
2) Provide Necessary training for state assessments	2.4	Campus Testing Coordinator (STAAR, TELPAS, STAAR ALT 2, TSIA, ACT)					
3) Identify and provide support/targeted tutorials							

5) GPHS will provide 1 spring planning day for all Core Subject areas		Principal, Content AP's, Campus Instructional Specialist, District Instructional Specialists	Number of students achieving meets/masters performance of EOC assessments				
6) GPHS will track all student achievement and set individual student /teacher goals to increase meets/masters level performance. A common							

GPHS will ensure student growth in the test areas.

GPHS will provide instructional support and high quality curriculum and resources

Increased test scores, decrease in student participation in Individual Graduation Committee (IGC), use of Coaching model for instructional support.

1) Teachers will be provided with campus wide staff development to better understand how students graduation requirements will be impacted by EOC exams.		Content Administrators, District Support Personnel	Training sign in sheets				

GPHS will ensure student growth in the test areas.

GPHS will provide social-emotional support to students in need.

Participation in student organizations, data tracking of SPED students after ARD meetings, improvement of ESL student performance after student/parent conferences.

: Our students lack strategies for writing proficiency.	: Core teachers do not have the training to model writing strategies outside of English class.

GPHS will ensure student growth in the test areas.

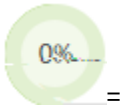
Increase the number of students qualifying for CTE certifications (industry based certification).

Increase in 10% of our students earning a industry based certification.

GPHS will ensure student growth in the test areas.

Increase the number of students college ready through TSIA in reading and math by passing TSIA or taking a college prep course .

Increase in students passing TSIA in math and reading.

Build a foundation of reading and math Lever 5: Effective Instruction 1) TSIA and pre-TSIA testing for 9th, 10th, 11th and 12th grade students is scheduled for the 2019-2020 school year.		Associate Principal and counselors	Increase in the number of students college ready through TSIA.				
	: Student Academic Achievement 1, 2						
= Accomplished = Continue/Modify  = No Progress = Discontinue							

: Our students lack strategies for reading proficiency.	: There are few opportunities outside of English class for students to engage in devoted reading.
: Our students lack strategies for writing proficiency.	: Core teachers do not have the training to model writing strategies outside of English class.

GPHS will ensure that students are provided quality enrichment/extracurricular programs and encourage their participation.

GPHS will provide a variety of extra-curricular activities that students may participate in.

Club and organization member lists.

GPHS will ensure that students are provided quality enrichment/extracurricular programs and encourage their participation.

GPHS will seek an increase in community involvement for all enrichment activities in an effort to increase school spirit.

Increase in spectators

1) GPHS will continue to honor academic and UIL excellence with the wall of honor. Students who earn a 3.6 or higher GPA will be given a letter jacket. Students who qualify as an All-							

: There is low school spirit.	: Lack of community events to encourage participation in school wide events.

Work with the campus PTA and Booster Club's to develop strong parental relationships.

Parent Survey's

Improve low-performing schools 1) Host Yellow Jacket Roll Call the Saturday before school starts.		Campus administrators	Increased parent participation.				
	: Demographics 1, 2 - School Processes & Programs 1, 2 - Perceptions 5, 6						
Improve low-performing schools 2) Host an Open House Event in September for parents to meet their students' teachers.		Campus Administrators	Increased parental awareness.				
	: Demographics 2 - School Processes & Programs 1 - Perceptions 1, 5						
3) Continue a monthly newsletter to all parents, utilize blackboard connect and social media channels to ensure increased communication with parents. Ensure that the marquee is updated weekly.		Campus administration.	Increased parental awareness.	30%	65%	70%	
	: Demographics 2 - School Processes & Programs 1 - Perceptions 5						
4) The campus parental involvement coordinator will work with the PTA board to host monthly meetings with topics of interest to our parents at a variety of times.		Parental involvement coordinator.		0%		85%	
	: Demographics 2 - School Processes & Programs 1 - Perceptions 5						

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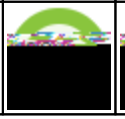
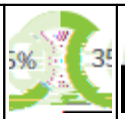
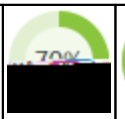
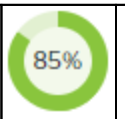
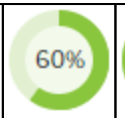
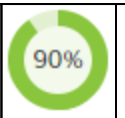
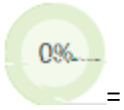
: There is low school spirit. : Lack of community events to encourage participation in school wide events.

GPHS staff will be provided with quality staff development to help ensure staff is able to meet the needs of the GPHS students.

Staff Eduphoria survey data.

Recruit, support, retain teachers and principals 1) Kagan Day One Training will be provided to all educational staff in August 2019.		Principal	Increase teacher efficacy and student engagement.				
	: Demographics 4						
Recruit, support, retain teachers and principals 2) Teachers will use Wednesday's after school for lesson planning time. There will be at least 2 Wednesday's after school each month considered "sacred" so that no other meetings or events are scheduled.		Campus administration	Increased planning efficiency.				
	: Demographics 4						
3) GPHS will provide one lesson planning day after the district assessment for teachers to identify data concerns and plan lessons to address any instructional gaps. (In the 5 EOC tested areas.)		Campus administrators and instructional specialist.	Effective lessons to increase EOC scores.				
	: Demographics 4						

= Accomplished = Continue/Modify  = No Progress = Discontinue

: Teachers are burdened by due dates and paper work requirements. : Conference periods only every other day.

GPHS will ensure high-quality staff is employed & retained.

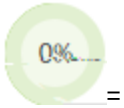
High-quality staff will be hired when openings arise

Teacher evaluation data

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

The District will provide superior operational services to best support students and staff success.

Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

1) Customer service training for all staff to increase parent and community satisfaction based upon our parent survey.		Administrators	Increase in the parent and community satisfaction		65%	85%	
	: School Processes & Programs 1 - Perceptions 5						
= Accomplished = Continue/Modify  = No Progress = Discontinue							

: A lack of community involvement at GPHS. : Barrier include a lack of communication, language, time and activities to involve community members.

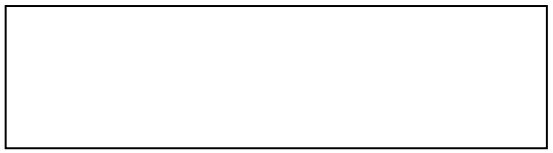
: A lack of community involvement at GPHS. : Barrier include a lack of communication, language, time and activities to involve community members.

The District will provide superior operational services to best support students and staff success.

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

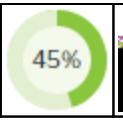
Increase student attendance percentage to 96.3% or higher for the 2nd 6 Weeks Period.

Increased student attendance on PEIMS Report.



5) Students who accumulated four or more absences in any one class during the Spring Semester 2019 will be denied credit in the course for failure to meet the 90% Compulsory Attendance Law.							

11) Tardies - Students are often so late to class that it turns into an absence. Students who do not get to class on time will need to go by a tardy station (5 stations total) to obtain a Skyward Tardy Pass. (Except ADA Periods).		Administrators		[redacted]	[redacted]		
	: Perceptions 1						
12) AP's with the assistance of both Counselors and Paraprofessionals will escort every student to their 2nd or 6th Period Class. The teacher will							

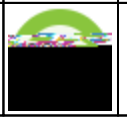
16) Use upper class men students that have turned attendance around in a positive direction to make a video through AV classes.		Juan Ramirez Andree Torres			[redacted]		
	: Demographics 5						
17) Host Lunch&Learn, Mini College Fair, and/or Goal Workshop for chronically absent students and their parents.		Sarah Castillo Counselors Brandi Couch					

: Student and staff attendance is below the district goal. : Despite the strong attendance data growth we need to focus on continuous improvement.

: Students are struggling when transitioning from other campuses to GPHS. : Introduction to campus are often one day events rather than longer term systems.
: GPHS would like to improve parent participation in their child's education. : There are several barriers (language, time) to increased participation.
: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. : Minimal oversight and a lack of teacher hall captains have added to this problem.

GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

Increase student attendance percentage to 95.9% or higher for the 3rd 6 Weeks Period.

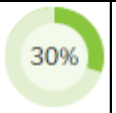
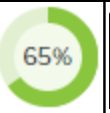
11) Tardies - Students who do not get to class on time will need to go by a tardy station (5 stations total) to obtain a Skyward Tardy Pass. (Except ADA Periods).		Administrators		[redacted]	[redacted]		
	: Demographics 5 - Perceptions 1						
12) Tardies - AP's with the assistance of both Counselors and Paraprofessionals will escort every student to their 2nd or 6th Period Class. The teacher will monitor student tardies for ADA Periods and submit a Discipline Referral for habitually tardy		Administrators Paraprofessiot to					
	: Demographins 1						

GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

Increase student attendance percentage to 95.7% or higher for the 4th 6 Weeks Period.

Increased student attendance on PEIMS Report.

1) Seniors will be able to earn prom tickets if they improve attendance. (Given a discounted rate for each week they meet the goal.) $2.00 per week for each week in the 3rd and 4th six weeks as those are lower ADA times for seniors.							

5) RaaWee will generate a Student and Parent Conference at three Unexcused Absences. Based upon the information shared at the "Weekly Huddles," the Administrator will conference with the student regarding their attendance and consequences for continued absences.		Administrator				[redacted]	[redacted]
	: Demographics 5						
6) Grade Level Administrators will print Six Weeks Attendance Reports for ALL class periods and highlight the classes with highest attendance. Administrators will then bring their							

10) Top 30 students with Chronic Absenteeism Strategy 1A Run a list of top 30 attendance offenders from School Status. This list will feed into our ASAP Tickets to have Officer Doyal check on chronically absent/truant students. Strategy 1B Meet with students and place them on an Attendance Success Plan Strategy 1C Purchasing prizes and having drawings for chronically absent students who attend daily.		1A Kim Martin 1B Social Worker or CIS 1C Patty Cabello					
	: Demographics 5 : 199 - Local - 400.00						
11) Attendance Cook out will be done at the end for the 2nd, 3rd, 4th and 5th six weeks for the grade level with the highest average ADA.							

GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

Increase student attendance percentage to 95.5% or higher for the 5th 6 Weeks Period.

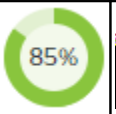
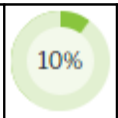
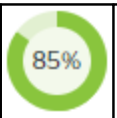
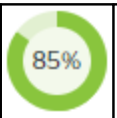
Increased student attendance on PEIMS Report.

1) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors		[redacted]	70%	[redacted]	[redacted]
	: Demographics 5						
2) RaaWee will generate a Student and Parent Conference at three Unexcused Absences. Based upon the information shared at the "Weekly Huddles," the Administrator will conference with the student regarding their attendance and consequences for continued absences.		Administrator		30%	70%	[redacted]	[redacted]
	: Demographics 5						
3) Grade Level Administrators will print Six Weeks Attendance Reports for ALL class periods and highlight the classes with highest attendance. Administrators will then bring their							

GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

Increase student attendance percentage to 95.4% or higher for the 6th 6 Weeks Period.

Increased student attendance on PEIMS Report.

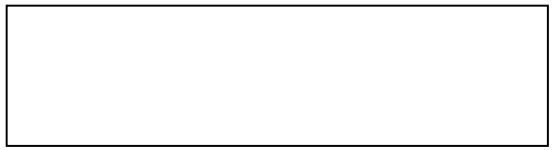
1) During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken. During these weeks which we expect our lowest ADA all year, we will incorporate the S>T>A>R approach, which will include creating and tracking our 50 worst attendance offenders. STAR is for Special Tactics and Resources, which means we will use anything at our disposal to bring these students to school. Which may mean going out and rounding them up from homes, hangouts, parks, etc. Incentivizing their attendance by week, by day, ...Whatever it takes!		Administrators and Counselors		[redacted]		[redacted]	[redacted]
	: Demographics 5						
2) Utilize our VOCA worker to meet with top 20 absent students (school status). These students will be placed on week-to-week contracts.		Erika Gonzalez Joseph Garza - VOCA				[redacted]	[redacted]
	: Demographics 5						
3) PS # 1: Students at GPHS previously lost credit due to absences Strategy 4 During "Weekly Huddles" between Grade Level Administrators and Counselors, student attendance concerns shared by teachers will be discussed and appropriate actions will be taken.		Administrators and Counselors				[redacted]	[redacted]

GPHS will achieve a 95.8% or higher student attendance rate, utilizing the $11,750.00 Attendance Incentive Plan allotment.

Galena Park High School will utilize all systems and procedures in place in GPISD to create a daily attendance plan.

Raa Wee tracking.

Improve low-performing schools 1) Run an absent student report at 8 daily and call all students to encourage them to come to school by 9:10. κ							



: GPHS would like to improve parent participation in their child's education. : There are several barriers (language, time) to increased participation.
: There is a lack of staff accountability in relation to items such as duty stations, dress code and rules and procedures. : Minimal oversight and a lack of teacher hall captains have added to this problem.

3	3	1	Teachers will be provided with campus wide staff development to better understand how students graduation requirements will be impacted by EOC exams.

Galena Park High School completed a campus needs assessment by surveying all necessary stakeholders including parents, students, and faculty members. The campus looked at all relevant assessment data including SAT, ACT, and TAPR reports. Discipline and attendance data were utilized. Staff met to complete the CNA process on Feb. 15th and the needs assessment was accepted at the May 12th CPAC meeting. The top 3 focus areas will be:

1. SEL instructions

2. Community involvement

3. College and Career Readiness

	GPHS Campus Improvement Plan Committees							
#	Community School	Foundations - Discipline	Faculty & Staff Collaboration	Attendance	Campus traditions & support	Communications	Celebrations	Campus Leadership
NCLB - Req	Family and Community Involvement	School Organization	Staff Quality &Technology					

	GPHS Campus Improvement Plan Committees						
5	Vanessa Delgado	Kayla Daugherty	Olga Cazares	Valoris Halling	Antonio Hurtado	Andree Torres	Robert Garcia

Deborah Eaton	deaton@galenaparkisd.com	Classroom Teacher
Lydia Baggett	lbaggett@galenaparkisd.com	Classroom Teacher
Jason Woodall	jwoodall@galenaparkisd.com	Classroom Teacher
Gwen Richardson	grichardson@galenaparkisd.com	Classroom Teacher
Enrique Barrera	enbarrera@galenaparkisd.com	Classroom Teacher
Sandy Mathews	smathews@galenaparkisd.com	District-level Professional
Lisa Robinette	lrobinette@galenaparkisd.com	Non-classroom Professional
Kimberly Martin	kmartin@galenaparkisd.com	Administrator
Sarah Castillo	scastillo@galenaparkisd.com	Administrator
Elissa Richey	erichey@galenaparkisd.com	Classroom Teacher

The CPAC committee will meet the first Thursday of Sept, Dec, Feb, and May.

Sept. 5, 2019

Dec. 5th, 2019

Feb. 14th, 2020

May cancelled due to COVID 19

The Campus Improvement Plan is posted on the GPHS website, located in our front office as well as at

All students will benefit from multiple strategies that have been developed in all content areas and CTE certification areas to ensure that all students can meet rigorous state standards. students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused on high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on technology integration, small group instruction, and data-driven instruction. We also provide student tutorials for those identified at -risk; our campus instructional specialists provide pull-out and push-in instruction for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed. We have plans to increase our parent participation with social and academic sessions. We offer many school-wide clubs that offer great social and academic support to our students that participate in it.

Goals to improve career and tech education, fine arts education, and extra-curricular participation have been included in the Campus Improvement Plan.

We utilize our campus schedule with academics and extra-curricular opportunities. We incorporate an uninterrupted 90-minute block for all students in each of the 4 core subjects as well as fine arts and career courses. Learning time is respected at Galena Park High School, as we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also we work on keeping kids emotional, physically, and socially sound.

The campus master schedule will be created to ensure that students have opportunities to fulfill advanced courses while continuing to develop in athletics, career and technology, and fine arts. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials and Saturday tutorials will be offered to all students. Students will attend fine arts, CTE, and PE classes to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: Student council, honor society, robotics, and UIL Academics.

All students including those At -risk, SPED, LEP, and 504 have strategies designated to specifically meet their needs.

Many of our students are of low socioeconomic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single-parent families, and a student mobility rate of 19.3%. Our school counselors do a wonderful job of reaching out to parents whose children are experiencing difficulties. English Language Arts are a focus for our At-risk, SPED, and ELL populations. We recognize that some students will struggle in their academics, so we provide in-class interventions as well as pull out and push in structures of support. We also provide after school tutorials and Saturday school. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music, and sports to capture our students. We provide these extra-curricular activities as they help build students' confidence. We try to empower and validate all students but especially those that struggle with learning.

Attendance and mobility are also a concern as it creates instructional gaps. Our homeless numbers have increased and are above the state average in Galena Park ISD. It is our goal to minimize the effects of this through the above-mentioned supports.

around college and career planning.

Evangelina Ojeda is the counselor who works with Family and Community Involvement

Ms. Arguelles works as the PTA president to facilitate the parent committee.

Booster Club parents including Hope Garcia and Hilda Gonzalez.

The policy was distributed at Open house on 9/23/2019. In addition, it is available on both the campus and the district website.

The Parent Engagement Policy is distributed electronically via email as well as a printed copy being distributed during parent conferences and at parent meetings. The policy can also be found in the front office and on the campus website in both English and Spanish. The policy will be reviewed and updated throughout the year.

Parent meetings will be offered in the evening, on Saturdays and during the instructional day to ensure that all families can attend. These meetings include:

PTA meeting 9/23/2019 - 5:30 PM

PTA Meeting and Coffee with the counselor 1st Wednesday's of each month- 9 am

Booster Club Meeting 1st Monday of each month at 6pm.

Father's take your Child to School on 9/17/19 at 7 am.

Coffee with the administrator and PTA meetings are held on the first Tuesday of each month. Pta

meetings are held at 9 am and 6pm.

Paraprofessional	Patricia Cabello	paraprofessional
Classroom Teacher	John Mccraken	
Classroom Teacher	Kasey Turner	
Classroom Teacher	Paul Johnson	
Classroom Teacher	Deborah Eaton	
Classroom Teacher	Lydia Baggett	
Classroom Teacher	Jason Woodall	
Classroom Teacher	Gwen Richardson	
Classroom Teacher	Enrique Barrera	
District-level Professional	Sandy Mathews	
Non-classroom Professional	Lisa Robinette	
Administrator	Kimberly Martin	
Administrator	Sarah Castillo	
Classroom Teacher	Elissa Richey	

Classroom Teacher	John McCraken	Team Leader
Classroom Teacher	Paul Johnson	
Classroom Teacher	Robert Derr	
Classroom Teacher	Olga Cazares	
Classroom Teacher	Ed Zaremba	
Classroom Teacher	Valoris Halling	
Classroom Teacher	Ted Conway	
Classroom Teacher	Pat Kasprzak	
Classroom Teacher	Aaron Washington	
Classroom Teacher	Chad Monk	
Classroom Teacher	John Gardea	
Classroom Teacher	Alexander Suchman	
Classroom Teacher	Deborah Eaton	
Classroom Teacher	Elke Santoso	
Administrator	Brian Keil	
Classroom Teacher		

Classroom Teacher	George Young	

Classroom Teacher	Cynthia Tenaglio	
Administrator	Antonio Avalos	
Administrator	Krystle Breden	
Non-classroom Professional	Danielle Harney	
Classroom Teacher	Brandi Couch	
Classroom Teacher	Shameel Ali	
Classroom Teacher	David Norris	
Classroom Teacher	Ted Mahoney	
Classroom Teacher	Beverly Conner	
Classroom Teacher	Erika Gonzalez	
Classroom Teacher	Kurt Bouillion	
Classroom Teacher	Evangelina Ojeda	
Non-classroom Professional	Erin Bromley	
Classroom Teacher	Angie Crew	
Classroom Teacher	Ivy Prince	
Classroom Teacher	Jennifer Phillips	
Classroom Teacher	Henry Garcia	
Classroom Teacher	Core Flores	
Classroom Teacher	Enrique Barrera	
Classroom Teacher	Alejandra Cruz	
Classroom Teacher	Brady Fish	
Classroom Teacher	Robert Garcia	

Classroom Teacher	Jordan Harris	
Classroom Teacher	Micheal Kelly	
Classroom Teacher	David Klak	
Classroom Teacher	Byron Logan	
Classroom Teacher	Marshall Loyd	
Classroom Teacher	Justin McNeese	
Classroom Teacher	Stacey Neal	
Classroom Teacher	Ngiep Nguyen	
Classroom Teacher	Kristen Roulet	
Classroom Teacher	Rosiette Williams	

Classroom Teacher	Jason Woodall	Team Leader
Administrator	Chris Castillo	
Classroom Teacher	Mary Kellner	
Classroom Teacher	Pedro Molinas	
Classroom Teacher	Stephanie Ontiveros	
Classroom Teacher	Kayla	

Classroom Teacher	Noe Pena	
Non-classroom Professional	Stacey Costley	
Classroom Teacher	Sheala Summers	
Classroom Teacher	Noe Vela	
Classroom Teacher	Marie Martinez	
Classroom Teacher	John Thomas	
Classroom Teacher	Marcos Rodriguez	
Classroom Teacher	Roberto Torres	
Classroom Teacher	Brittany Norflis	
Classroom Teacher	Heather Szostek	
Classroom Teacher	Youri Yenga	

Non-classroom Professional	Lisa Robinette	
Administrator	Lemond Mitchell	
Administrator	Kresha Lane	
Classroom Teacher	Melanie Hinds	
Non-classroom Professional	Mike McNeil	
Classroom Teacher	Robin Murray	
Classroom Teacher	Ambereen Khan	
Classroom Teacher	Ila Prasad	
Classroom Teacher	Seir Ortega	
Classroom Teacher	Britni Wilson	
Classroom Teacher	Mike Creed	
Classroom Teacher	Richard Urbano	
Classroom Teacher	Anastasia Fress	
Classroom Teacher	Don Morris	
Classroom Teacher	Antonio Hurtado	
Classroom Teacher	Demina Nickerson	
Classroom Teacher	Jolandria Johnson	
Classroom Teacher	Elena Casingal	
Classroom Teacher	Cheree Billett	
Classroom Teacher	Brittany Dilworth	
Classroom Teacher	Maria Barraza	
Classroom Teacher	Charles Foster	

Classroom Teacher	Wesley Frey	
Classroom Teacher	Amy Harris	
Classroom Teacher	Diana Diaz	
Classroom Teacher	Kasey Turner	
Classroom Teacher	Jacci Neal	
Classroom Teacher	Joe Bridges	
Classroom Teacher	Marlin Hardy	
Classroom Teacher	Ricky Jacobs	
Classroom Teacher	Ana Reyes	
Classroom Teacher	Kendra Walker	