Greenville Independent School District

Greenville High School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: January 16, 2024

Mission Statement

GHS: The mission of Greenville High School is to provide exemplary education to a diverse group of students through leadership, excellence in teaching, and student participation with the support and involvement of the home and community.

District: Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

We educate today…you succeed tomorrow!

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *·We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will*

develop an attractive and competitive career package that will establish GISD as a preferred employer.

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

-District goals

Accountability Data

-Texas Academic Performance Report (TAPR) data
-Student Achievement Domain
-Student Progress Domain
-Closing the Gaps Domain
-Comprehensive, Targeted, and/or Additional Targeted Support Identification data
-Accountability Distinction Designations
-Federal Report Card Data

Student Data: Assessments

-State and federally required assessment information
-(STAAR) current and longitudinal results, including all versions
-STAAR End-of-Course current and longitudinal results, including all versions
-STAAR released test questions
-Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
-SAT and/or ACT assessment data
-PSAT
-SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
-Local benchmark or common assessments data
-Observation Survey results

Student Data: Student Groups

-Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
-Special programs data, including number of students, academic achievement, discipline, attendance, and progress
-Male / Female performance, progress, and participation data
-Special education/non-special education population including discipline, progress and participation data
-STEM/STEAM data
-Section 504 data
-Gifted and talented data

-Dyslexia Data
-Response to Intervention (RtI) student achievement data

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
-Violence and/or violence prevention records
-Student surveys and/or other feedback
-Class size averages by grade and subject
-School safety data

Employee Data
-Professional learning communities (PLC) data
-Staff surveys and/or other feedback
-Teacher/Student Ratio
-State certified and high quality staff data
-Professional development needs assessment data
-Evaluation(s) of professional development implementation and impact
-TTESS data

Parent/Community Data
-Parent surveys and/or other feedback
-Community surveys and/or other feedback

Support Systems and Other Data
-Communications data

Demographics

Demographics Summary

Greenville High School serves approximately 1,510 students in grades 9-12. The demographic breakdown for the campus is as follows: 13.57% African American, 52.81% Hispanic, 28.06% White. 69.09% of students are economically disadvantaged, and 26.13% are identified as Limited English Proficient. 29.98% of GHS students are served in special education programs for students with disabilities, 13.57% of students are identified in special education, 10.52% of students are in the gifted and talented program, and 25.68 of students receive instruction in the English as a Second Language (ESL) program.

The student population has experienced slight growth over the past three years increases in students identified as economically disadvantaged. As well, the percentage of the English as Second Language (ESL) student population has continued to increase over the past three years.

Demographics Strengths

Greenville High School students can take advantage of numerous educational offerings including extracurricular activities. GHS believes in student involvement and strives to work with all students to meet their needs. The regular education program is supplemented by programs that cater to those with individual needs, including special education, deaf education and speech therapy. Gifted and Talented (G/T) students are enrolled in both dual credit, Advanced Placement, and honors coursework.

In addition to the core academic program of instruction, Greenville High School offers a wide range of enrichment programs for students across the district: Destination Imagination, Advanced Academics, Robotics(Vex and First), UIL Academics, Greenville High School STEM Academy, Junior ROTC, Dual Credit offerings through a partnership with Paris Junior College, Greenville High School is also served by the Texas ACE after-school program allowing student to focus on academics and other interests after-school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of emergent bilingual students has increased from 18.17 % in 2019-2020 to 29.98% in 2023-2024 according to GISD PEIMS data.   **Root Cause:** Shifting population trends necessitate support for limited English proficient students.

Problem Statement 2 (Prioritized): GHS has significant gaps in performance of African American students compared to other district sub-populations.   **Root Cause:** Lack of differentiation and targeted instruction for each student's skill gap.

Student Achievement

Student Achievement Summary

The issuance of 2023 A-F ratings under the final 2023 rule is pending and subject to change based on judicial rulings or decisions from the 88th Legislature during a special called session.

EOC Scores:

English 1 scores at "approaches" dropped in 2022 by 64% to 63%. However, "meets" scores went up from 44% to 48%

English 2 scores at "approaches" dropped in 2022 from 64% to 63%. The 2021-2022 progress measure showed 59% of eligible students showed expected or accelerated growth.
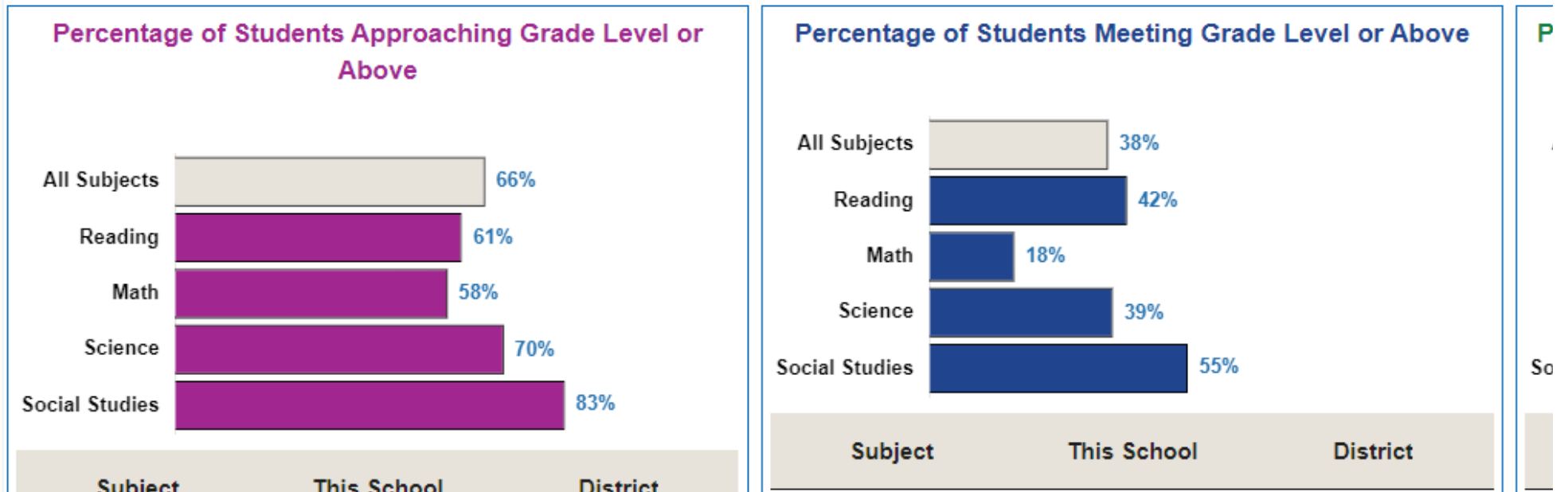
Algebra 1 scores at "approaches" rose from 39% to 46% in 2022, while "meets" scores rose from 10% to 12%.

Biology scores at "approaches" rose from 65% to 74% in 2022, while "meets" scores also rose from 32% to 48%.

US History scores at "approaches" rose from 75% to 85% in 2022, while "meets" scores rose from 51% to 60%.

CTE certifications:

Certifications were earned in entrepreneurship and cosmetology

Percentage of Students Approaching Grade Level or Above

Subject	This School	District
All Subjects	66%	
Reading	61%	
Math	58%	
Science	70%	
Social Studies	83%	

Percentage of Students Meeting Grade Level or Above

Subject	This School	District
All Subjects	38%	
Reading	42%	
Math	18%	
Science	39%	
Social Studies	55%	

Subject	This School	District
All Subjects	66%	61%
Reading	61%	60%
Math	58%	58%
Science	70%	64%
Social Studies	83%	66%

All Subjects	38%	32%
Reading	42%	37%
Math	18%	24%
Science	39%	33%
Social Studies	55%	37%

* Indicates results are masked due to small numbers to protect student confidentiality

AP/Advanced courses:

Increased number of African American and Hispanic students enrolled in advanced courses.

Student Achievement Strengths

Last year the campus focused on disparities among African American students compared to other student populations. The campus saw a 7% increase in African American students reaching "approaches" in English 1 for 2022 compared to 2021 school year. In Algebra that growth increased from 14% in 2021 to 42% in 2022. African American students also increased 9% for "approaches" in Biology and nearly 20% in US History.

In working on differentiated instruction, increases for English Language Learners and Hispanic students grew by nearly 20% in US History, Biology and English 2.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): ELA scores have been stagnant and have been lower than expected for the previous 3-5 years. **Root Cause:** Instructional practices have not been addressed appropriately with teachers.

Problem Statement 2: GHS scored lower than expected in CCMR. **Root Cause:** Understanding of the CMMR component in state accountability.

School Culture and Climate

School Culture and Climate Summary

GHS is led by a new principal for the 2023-2024 school year with two new assistant principals as well. The administrative team identified student behavior as on of its primary goal and has worked with staff to identify overall campus needs.

GHS works very hard to promote a positive school climate that encourages the development of responsible behavior, positive self-esteem, and respect for others. GHS also is working to increase student achievement and maximizing learning for all students through advanced opportunities. The GHS Staff works to build positive relationships with all students.

Students choose from vibrant program offerings. Destination Imagination, Suzuki Strings, athletics, media tech, solar car courses, and any of our 50+ dual credit courses are showcased on GISD transcripts. Class schedules are reflective of interactive opportunities designed to develop the whole child. Culinary Arts, Cosmetology, Auto Body Shop, Fine Arts, Suzuki Strings, Horticulture, Vocational Agriculture, Naval ROTC, and Robotics classes teach more than ABCs. The district also offers a Pathways in Technology Early College High School (P-TECH). This program allows students to choose a pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. They offer fundamental and sustainable trades and skills, deeper understandings of nuts, bolts and baking. They ensure our students have a lifelong passion for learning, assist in directing their future, and help students discover skills that will drive them to prosperity.

Greenville HS is rich in spirit, tradition and community. The renowned Flaming Flashes pioneered their trade in the 1930's and our world winning robotics teams are revered nationwide. Booster clubs and Parent Teacher Associations garner additional support, and businesses in the area give freely of time and resources.

School Culture and Climate Strengths

The number of students taking Pre-AP and AP courses as well as the Dual Credit courses offered at GHS is increasing. Our goal is to have all student college ready as well as career ready. We have systems in place to address career needs for our students. Our Career & College Adviser will work with students individually and as a group on applying for colleges, trade school, jobs as well financial aide issues. We are striving to build positive relationships with our students.

Greenville HS has developed a positive culture and climate where students, parents, and community stakeholders are valued and can contribute to the success of our school. The spirit of tradition and partnership with the community around us is shared throughout our campus. Greenville HS continues to provide a safe learning environment in which our students thrive.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Low enrollment of African American, Hispanic, and Economically Disadvantaged students taking higher level (Honors or above) classes. **Root Cause:** Many students do not choose these classes or are unaware that these classes are possibilities for them. Communication about these classes and their associated programs has not been as clear.

Problem Statement 2: Increased number of behavior referrals for the 2022-2023 school year, especially among ninth grade. **Root Cause:** Expectations not consistently enforced.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Greenville High School values the teachers that serve our students. Staff are supported by campus administration through academics, behavior, and a culture of togetherness.

GHS works with district administration in finding and hiring quality teachers. Approximately 100 teachers serve the students at GHS. Many GHS teachers have multiple years of experience with approximately 13% being first year teachers. First year teachers are assigned a campus mentor that is familiar with procedures both within GHS and Greenville ISD.

<u>Teacher Years of Experience</u>

Beginning   13.4%

1-5 Years   30.8%

6-10 Years   12%

11-20 Years   26.7%

21+Years   17%

Staff Quality, Recruitment, and Retention Strengths

This year staff received training in the District curriculum framework including pacing guides and district resource. We continue to use the Professional Learning Community (PLC) process to improve instruction by following defined protocols with administrator support. Career and Technology teachers also participated in engaging lesson design to support core content areas. Content coordinators, principals, and teachers will share ideas, instructional techniques, and data to improve the academic performance of the GHS students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher retention at GHS in the last few school years has been significantly lower than normal.   **Root Cause:** Salary competitiveness with surrounding districts is the number one cause.

Problem Statement 2: Additional support in English Language Proficiency Standards is needed.   **Root Cause:** Changing demographics.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Greenville HS continues to focus on quality instruction for the 2023-2024 school year. The campus administrative team in conjunction with department heads will help anchor the instructional leadership team (ILT) on our campus. We are also supported by content coordinators in ELAR, Math, Science, and Social Studies. Coordinators with directly with teachers to plan and deliver instruction as well as participate in PLCs. T GHS will continue to utilize Professional Learning Communities to analyze data from skills checks and unit assessments to make instructional decisions.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities are held weekly with teachers to increase their collegial collaborations with colleagues to plan effectively for student achievement and growth. Intentional data analysis occurs after unit assessments to determine the depth of learning by each student for the last nine week's learning. Content coordinators are available for each content throughout all grade levels.

GHS places students failing or at risk of failing in Math, ELA, Science, and Social Studies in after-school credit recovery. Tutoring has also been provided before and after the school day with a focus on the readiness and supporting standards that are identified as individual student weaknesses. Our ACE staff is assisting us in after school tutoring for our ELL students.

GHS has aggressively monitored students that experience chronic absenteeism to plans to address instructional gaps.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Instruction needs to extend and engage students at a higher level.

Problem Statement 2: English I and English II are preforming below state averages. **Root Cause:** Understanding of new STAAR requirements.

Parent and Community Engagement

Parent and Community Engagement Summary

Greenville HS is committed to building and maintaining a culture of pride and respect with its internal and external stakeholders. GHS works to capitalize on community strengths and develop mutually beneficial partnerships that enhance campus programs. Greenville HS will work with local community organizations to create partnerships that meet specific campus and district goals.

GISD typically hosts college and career information meetings in the evenings during the school year.   GHS continues to increase our communication with parents by having our teachers keep contact logs and through the use of Blackboard. During In-service, the staff will spend time contacting students and parents. GHS also hosts several banquets and award ceremonies for the parents and the public to attend if available due to COVID restrictions.

This year GHS is hosting a CTE night for families of incoming 8th graders to showcase programs available at GHS. This will be done prior to course selection by students to help them understand all that GHS has to offer. As well, GHS create an All Pro Dads chapter to offer monthly trainings for interested family members.

Parent and Community Engagement Strengths

GHS has an annual "Meet the Teacher" night at the beginning of each school year and a parent night during Texas Public School week. Additionally, parents are involved in PTSA and Project Graduation committees. The campus PTSA plays an active roll in helping to promote staff moral, planning of special events including Prom, and promoting scholarships for graduating seniors.   This year the campus is hosting CTE showcase night for all incoming Freshman in conjunction with its Spring open house.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Reaching all student's parents is often times extremely difficult to do.   **Root Cause:** Communication means to parents are not always effective and some parents choose not to participate as actively especially at the high school level.

School Context and Organization

School Context and Organization Summary

GHS is led by a new principal for the 2023-2024 school year bringing a focus on academics and student discipline. The administrative works and functions well as a team to support staff, students, and families alike. As well, the administrative team is building a positive climate and culture at the campus for all.

GHS has a number of special programs designed to meet the collective and individual needs of all our students.

We have a number of special programs designed to increase academic rigor and improve our students' academic skills and knowledge. For example, we have strong Pre-Advanced Placement and Advance Placement programs, a growing dual credit program, foreign language competitions, National Honor Society, UIL academic competitions, Fine Arts Competitions, Family Consumer and Career Leaders of America, Destination Imagination, Robotics, VEX Robotics, Solar Car, Tech-Prep Programs, Independent Study Mentorship, Upward Bound, Texas Scholars, Superintendent Scholars and other academic recognition programs.

Other programs include Future Farmers of America, Peer Assisted Leadership, Service Learning, Crime Stoppers, Horticulture and Floral Design, and Nursing program.

School Context and Organization Strengths

GHS is supported by two Student Engagement Officers that support the campus in a variety of ways including working with students experiencing attendance issues.

GHS will continue to provide opportunities for students to be academically successful through core instruction, tutoring, and the ACE after-school program. We will also continue to provide academic enrichment activities through our Robotics and Destination Imagination programs. These programs compete at the national and world level.

This year students were able to participate in college preparatory classes.

A new Health Science: EMT pathway was added to the Early College High School program for the 2023-2024 school year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): More opportunities are needed for career certifications for our students.   **Root Cause:** Students may not be testing for certification. Teachers may not know what certifications to have their students test for.

Technology

Technology Summary

GHS is a technologically advanced campus. The teachers and students have access to computer labs throughout the building. Students also have access to different technology devices in the classroom. The students can bring their own tablet or other Internet ready device for use in the classroom. Students use lap tops, iPads and other technologies for a variety ways in school to assist them in their ability to be successful in an ever changing technological world.

Technology Strengths

GHS is more advanced in technology than at any other point in time in its history. Wifi access covers the main building and information can be accessed instantaneously allowing students to work collaboratively on many projects. Teachers have received hours of technology instruction in order to best utilize iPads, Chromebooks and other technology into the classroom. Each class has a set of lap tops and curriculum to include technology as the main form of instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Internet connections for students when they are learning from home are unreliable or non existent. **Root Cause:** Families are not able to afford quality internet.

Priority Problem Statements

Problem Statement 1: Low enrollment of African American, Hispanic, and Economically Disadvantaged students taking higher level (Honors or above) classes.

Root Cause 1: Many students do not choose these classes or are unaware that these classes are possibilities for them. Communication about these classes and their associated programs has not been as clear.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Teacher retention at GHS in the last few school years has been significantly lower than normal.

Root Cause 2: Salary competitiveness with surrounding districts is the number one cause.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Instruction needs to extend and engage students at a higher level.

Root Cause 3:

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Reaching all student's parents is often times extremely difficult to do.

Root Cause 4: Communication means to parents are not always effective and some parents choose not to participate as actively especially at the high school level.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: GHS has significant gaps in performance of African American students compared to other district sub-populations.

Root Cause 5: Lack of differentiation and targeted instruction for each student's skill gap.

Problem Statement 5 Areas: Demographics

Problem Statement 6: ELA scores have been stagnant and have been lower than expected for the previous 3-5 years.

Root Cause 6: Instructional practices have not been addressed appropriately with teachers.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: More opportunities are needed for career certifications for our students.

Root Cause 7: Students may not be testing for certification. Teachers may not know what certifications to have their students test for.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Internet connections for students when they are learning from home are unreliable or non existent.

Root Cause 8: Families are not able to afford quality internet.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: GHS will achieve a "B" or higher on state accountability.

> **Evaluation Data Sources:** STAAR/EOC Results
> School Report Card

Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 2: GHS will increase student achievement to 70% in Algebra 1, 70% in English I & II, 87% in Biology, and 93% in US History by May 2024.

High Priority

Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: GHS administrative staff will facilitate the creation of a research-based, school-wide instructional model reflective of our staff's shared values as the foundation of a classroom walkthrough system that will include observable and measurable feedback during walkthroughs each class period of the day in order to improve instruction and increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in the summative assessments and EOC scores by 10% **Staff Responsible for Monitoring:** Campus administrators, lead teacher, demo teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: GHS teachers will provide lesson plans that include a clear objective aligned to the TEK and an example of student work to demonstrate mastery of the concept. Teachers will create and submit lesson plans at each of the 13 planning Fridays provide by the district.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in summative assessments and EOC scores by 10%. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Each EOC team will meet weekly supported by an Associate/Assistant Principal to analyze instructional practices and their effect on student achievement. Each PLC will also create Instructional Action Plans following unit assessments.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in the summative assessments and EOC scores by 10% **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Administration will provide coaching for EOC teachers in order to improve instructional practices, resulting in increased student achievement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in the summative assessments and EOC scores by 10%. **Staff Responsible for Monitoring:** Ignite Lead Teacher, Demo Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: Data-based successful instructional practices will be shared, replicated, and monitored in multiple classrooms and subject areas in order to increase student achievement in EOC classes.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in the summative assessments and EOC scores by 10% **Staff Responsible for Monitoring:** Ignite Lead teacher, Demo teachers, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					

| Strategy 6 Details	Reviews			
Strategy 6: Differentiation strategies will be researched, implemented, and monitored for student progress in order to ensure growth for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in the summative assessments and EOC scores by 10% **Staff Responsible for Monitoring:** Ignite Lead Teacher, Demo Teachers, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: GHS will close gaps created by online learning by offering 15-30 hours of intervention to students who were unsuccessful on a previous year's EOC/STAAR test beginning with English Language Arts and Mathematics as required by HB 1416.

   High Priority

   Evaluation Data Sources: EOC STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Students will be grouped in accelerated intervention groups of 8 or less students and participate in 1 hours of individualized intervention each week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Intervention and practice of previous skills will fill gaps and raise summative and EOC scores by 10%
    Staff Responsible for Monitoring: Core Teachers, Special Education Interventionist, and HB 4545 Administrator
 	
 TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: A Special Education Interventionist will pull out students weekly to provide 1-1 instruction in English Language Arts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the sub groups performance in the summative assessments and on the English I and II EOC exams by 10%.
    Staff Responsible for Monitoring: Special Education Interventionist and HB 4545 Administrator
 	
 TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction				

| Strategy 3 Details	Reviews			
Strategy 3: Progress will be monitored weekly to ensure student mastery of concepts prior to their next EOC testing attempt.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the sub groups performance in the summative assessments and on the English I and II EOC exams by 10%. **Staff Responsible for Monitoring:** HB 4545 Administrator, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 4: GHS will increase the number of students who score at the meets or masters level EOC performance by 5%. GHS will achieve 38% of students at the "Meets" level.

High Priority

Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Each EOC team will meet weekly with administration to analyze instructional practices and their effect on student achievement. Content coordinators will attend as needed to provided further guidance and expertise.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 5% Increase in students reaching meets and masters level on EOC. **Staff Responsible for Monitoring:** Ignite Lead Teacher, Administrators, Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Data-based successful instructional practices will be shared, replicated, and monitored in multiple classrooms and subject areas in order to increase student achievement in EOC classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 5% Increase in students reaching meets and masters level on EOC. **Staff Responsible for Monitoring:** Ignite Lead Teacher, Teachers, Administrators **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Differentiation strategies will be researched, implemented, and monitored for student progress in order to ensure growth for all students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 5% Increase in students reaching meets and masters level on EOC. **Staff Responsible for Monitoring:** Ignite Lead Teacher, Teachers, Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 5: GHS will increase the number of college, career and military readiness (CCMR) to 85% of senior students by May 2024.

    High Priority

    Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: GHS will provide PSAT (in Oct.) and SAT (March) for all juniors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of College and Career Ready graduates to 65%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Career and College counselor, Principal, Testing Coordinator **TEA Priorities:** Connect high school to career and college -				

Strategy 2 Details	Reviews			
Strategy 2: Provide college and career planning nights during the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To increase college and career ready students by 10%	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, Principals, and Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Between the fall PSAT and spring SAT, GHS will utilize online programs such as Khan Academy to provide individualized practice to juniors to help improve reading and math scores.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase number of College and Career Ready graduates by 65%. of senior students. **Staff Responsible for Monitoring:** Teachers, Campus Testing Coordinator, college-career counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 4 Details		Reviews			
Strategy 4: GHS will offer increased access to industry-based certifications for career and technology students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of College and Career Ready graduates by 65%.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, CTE principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: GHS will offer College Preparatory courses through PJC in ELA and Math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase CCMR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal		N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: Greenville High School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: GHS will strive to have a reduction in discipline referrals by 10% (not including mandatory placements included in 2023 legislative changes) .

    Evaluation Data Sources: 425 report, attendance reports, graduation rates

Strategy 1 Details		Reviews			
Strategy 1: GHS will use athletic events, fine arts, CTE, DI, and ROTC events as an avenue to have positive meetings with parents and show support for the student in order to build relationships and trust with all stakeholders.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase communication with parents to assist our students in a successful high school career.
    Staff Responsible for Monitoring: Principals and teachers
 	
    ESF Levers:
Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: GHS will utilize the student engagement officers to build positive relationships with students and help reinforce positive behavior.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Positive relationships will help students feel supported and focus on positive behavior rather than negative.
    Staff Responsible for Monitoring: Student Engagement Officer, Administrators
 	
    ESF Levers:
Lever 3: Positive School Culture					

Strategy 3 Details		Reviews			
Strategy 3: Teachers and administrators will utilize the MANDT relational strategies.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Reduction of referrals, students engaged with learning and not having discipline issues.
    Staff Responsible for Monitoring: Teacher and principals
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
		Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: GHS will implement use of Character Strong, an online social, emotional learning curriculum, to reinforce the values and expectation of campus safety and culture.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To decrease bullying issues on campus for the school year as well as decrease the incidents of dating violence among students. **Staff Responsible for Monitoring:** Teachers, Counselors, and Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: GHS will review discipline data to determine patterns of when and where discipline events are occurring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced discipline	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals				

Strategy 6 Details	Reviews			
Strategy 6: GHS will train all staff members in campus discipline expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal	N/A	N/A		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Greenville High School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: GHS will achieve a 94% attendance rate for the 2022-2023 school year.

   **Evaluation Data Sources:** Daily attendance percentages.

Strategy 1 Details				Reviews			
Strategy 1: GHS will monitor student attendance closer by having an assistant principal and attendance clerk run weekly checks plus increase parent/student meetings during the first semester.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance to 97%				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, teachers, truancy officer and attendance clerk **ESF Levers:** Lever 5: Effective Instruction							

Strategy 2 Details				Reviews			
Strategy 2: Counselors will call and connect with students who show attendance issues.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance to 95%				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals **ESF Levers:** Lever 3: Positive School Culture							

Strategy 3 Details				Reviews			
Strategy 3: GHS will create academic plans for each students experiencing attendance issues that address educational gaps.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				N/A	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Greenville High School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 1: GHS will have 100% of the teachers be certified or highly qualified in their content areas and all teachers will receive high quality professional development throughout the school year.

    Evaluation Data Sources: Human Resource reports and their assistance.

Strategy 1 Details	Reviews			
Strategy 1: The master schedule will have common conference periods to provide time for PLC planning and data disaggregation as well as coaching and modeling from the lead teacher and demo teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased quality of the instruction to our students throughout the school year as evidenced through teacher walkthroughs with 95% of teachers attaining proficiency by May 2023. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Perform weekly walkthroughs and follow-up collaborative conferences in order to improve instructional strategies .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will show improvement in instruction strategies in the classroom improving student achievement in all areas as measured by increased proficiency on T-TESS walkthroughs above 3.5. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Attend job fairs in the spring at diverse locations to actively seek qualified candidates, and work with area teacher programs to find and recruit qualified candidates.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Recruitment of highly qualified teachers. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals -				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Greenville High School will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 1: GHS will increase student attendance to 94%.

    Evaluation Data Sources: Attendance reports

Strategy 1 Details		Reviews			
Strategy 1: GHS will check attendance weekly and conduct calls or home checks to students who are truant.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance clerk, truancy officer, counselors					
ESF Levers:					
Lever 1: Strong School Leadership and Planning					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 4: Greenville High School will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 2: 100% of expenditures will align with campus and district goals.

Evaluation Data Sources: Detailed and Summary Expenditure Reports
Master Schedule

Strategy 1 Details		Reviews			
Strategy 1: The campus budget will be reviewed weekly to ensure that expenditures align with campus and district goals.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure efficient use of school resources. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 5: Communication among the Greenville High School employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. Greenville High School will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, and to work with GHS and share responsibility at various levels of involvement for the education of our students.

Performance Objective 1: The GHS staff will communicate more frequently with parents. This will increase parental support for the education of their student.

    Evaluation Data Sources: Blackboard, Social Media, GISD Communications department, Lion Direct, and school website

Strategy 1 Details			Reviews		
Strategy 1: GHS will create a weekly parent newsletter that will be shared via social media and email to keep parents informed about important dates, meetings, and events.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase parental involvement evidenced by sign-in sheets.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Teacher and administrators **ESF Levers:** Lever 3: Positive School Culture					
Strategy 2 Details			**Reviews**		
Strategy 2: GHS will intentionally promote school events, meetings, and awards on social media and the school website to keep parents informed.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased parent involvement.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 5: Communication among the Greenville High School employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. Greenville High School will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, and to work with GHS and share responsibility at various levels of involvement for the education of our students.

Performance Objective 2: The Communities in Schools representative will collaborate with teachers, staff, and community to ensure student and parent engagement to promote student participation by providing academic, basic needs, and behavioral support for students and families. All students returning to campus from an Alternative Disciplinary Placement will be offered services through CIS and at least 1/2 of the returning students will consent to services through the CIS program beginning in August and ending May 2023.

    Evaluation Data Sources: GAEP returning students and CIS program numbers.

Strategy 1 Details				Reviews			
Strategy 1: The Community In School representative will identify the needs of students on campus and provide various level of support to students both school-wide and in small group. These activities are given to a combination of CIS enrolled students, and non-CIS students.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased scores and reduced referrals
    Staff Responsible for Monitoring: Counselors, CISD representative
 	
    ESF Levers:
Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: The Communities in Schools representative will implement mentorship programs, after school clubs, and information one-on-one sessions with CISDR students to increase college and career readiness.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased number of students classified as college and career ready
    Staff Responsible for Monitoring: Counselors and Communities in Schools representative
 	
    ESF Levers:
Lever 3: Positive School Culture							

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue