

Greenville Independent School District
Greenville High School
2017-2018 Campus Improvement Plan



Mission Statement

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.

Vision

We educate today...you succeed tomorrow!

Value Statement

GHS, Expect the Best!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: Greenville High School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.	16
Goal 2: Greenville High School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.	24
Goal 3: Greenville High School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.	25
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)	25
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, to work with GHS and share responsibility at various levels of involvement accepting responsibility for the education of students.	29
System Safeguard Strategies	32
Campus Improvement Team	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenville High School serves approximately 1,365 students in grades 9-12. The demographic breakdown for the campus is as follows: 14% African American, 42% Hispanic, 37% White, .3% Multi Race, and 0.4% American Indian, 54.6% of students are economically disadvantaged, and 6.7% are identified as Limited English Proficient. 12% of GHS students are served in special education programs for students with disabilities, 11.8% of students are in the gifted and talented program, and 6.2% of students receive instruction in the English as a Second Language (ESL) program.

Demographics Strengths

Highlights for the 2016-2017 accountability year are as follows:

- 2017 Distinction Designation Summary - Reading/ELA,
- 93% of Hispanic students approached the grade level standard in Social Studies
- 87% of our African American students approached the grade level standard in Social Studies
- 90% of our Hispanic students approached the grade level standard in Science

Problem Statements Identifying Demographics Needs

Problem Statement 1: Scores in ELA reading portion of the STAAR EOC were below 70% for African-American and Hispanics. **Root Cause:** More time was spent on writing in 2016-2017.

Problem Statement 2: Scores in African-American math were low at 58% passing. **Root Cause:** Math preparation courses have not fully addressed individualized instruction.

Student Achievement

Student Achievement Summary

Greenville High School students continued the trend of increasing student performance. STAAR EOC scores were either at or near state averages and exceeding in Social Studies and Science.

Subject	African-America	Hispanic	White	Two or More	Special Ed	Eco. Dis.
Reading	49%	61%	76%	62%	19%	57%
Math	58%	88% *	91%	69%	54% *	81% *
Science	78%	90%	94%	93%	48%	87%
Social Studies	87%	95%	95%	86%	63%	91%

* Denotes a 10% or more increase from the previous year.

Source: Texas Education Agency, 2017 Index 1: Student Achievement Data Table

Student Achievement Strengths

GHS students performed extremely well on the Social Studies and Science EOC during the 2016-2017 school year. Our math scores improved by 7%.

GHS student results from the 2016-2017 school year include:

- | | |
|--------------------------------|--------------------|
| • 2017 | 2016 |
| • Reading=64% passing - | Reading=64% |
| • Math=82% passing + | Math=75% |
| • Science=90% passing - | Science=92% |
| • Social Studies=93% passing + | Social Studies=92% |
| • All subjects=77% + | All subjects=76% |

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The ELA scores have not changed very much in the last few years. **Root Cause:** Instruction has not addressed adequately individualized instruction.

School Culture and Climate

School Culture and Climate Summary

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

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 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. Teachers are required to be proactive in their classes and in the hallways to prevent acts of misbehavior.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Low enrollment of African American, Hispanic, and Economical Disadvantage students taking Dual Credit classes. **Root Cause:** We can only give a student one scholarship per semester. We have not fully researched other avenues for scholarship opportunities or recruited students effectively.

Problem Statement 2: Preparing students to be college ready or career ready. **Root Cause:** Ineffective communication to the underclassmen about their career and college choices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We had a very high retention rate this past year at GHS. We only replaced 6 teachers. The main reason most changed jobs was for higher salary opportunities and being closer to family. The quality of our staff is exceptional. Teachers new to the profession will participate in a district based mentoring program. All new teachers to GHS also are assigned a campus mentor teacher and are supported by district instructional strategist. The district has added a College and Career Adviser for our students to assist in the application process for work and school.

Staff Quality, Recruitment, and Retention Strengths

All students will be taught by highly qualified teachers and the teachers will receive ongoing high quality professional development throughout the year. We have implemented an unpacking process to improve instruction. Our PLCs are meeting on a more regular basis and developing more engaging lesson plans. Career and Technology teachers also participated in engaging lesson design to support core content areas. Instructional strategists, principals, and teachers will share ideas, instructional techniques, and data to improve the academic performance of the GHS students. We also have Wednesday afternoon Professional Development during the year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not retaining as many teachers as GHS would like annually. **Root Cause:** Proximity to metroplex and salary competitiveness.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

GHS staff, with the assistance of the data analyst, assistant principals, and central office staff (PLC) disaggregate EOC and assessment data to identify specific student weaknesses and target these student expectations. Tutoring has been provided before and after the school day as well as during Academic Advisory with a focus on the EOC student expectations that are identified as individual student weaknesses.

Curriculum, Instruction, and Assessment Strengths

GHS places students failing or at risk of failing in Math, ELA, Science, and Social Studies in after-school credit recovery. The campus double blocks Math and ELA (writing) for at risk students. We use our AA period for pull out tutoring. 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. As well, all departments meet weekly in Professional Learning Communities (PLCs) supported by assistant principals and district instructional strategists.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instruction needs to be at a higher level to ensure all students are being prepared for the EOC. **Root Cause:** Our instruction time has not be utilized effectively and making sure that we check for understanding throughout the lesson.

Family and Community Involvement

Family and Community Involvement Summary

GISD will host monthly college and career information meetings in the evenings. There will be a district "Spotlight on Engagement" at the high school in the spring to showcase student work across all grade levels. GHS will host a Girl Power workshop in the CTE building. GHS continues to increase our communication with parents by having our teachers keep contact logs and through the use of Blackboard. On October 30, the staff will spend the day contacting and having parent conferences. GHS also hosts several banquets and award ceremonies for the parents and the public to attend. We will have a CTE showcase in the spring.

Family and Community Involvement Strengths

GHS has a "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.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Reaching all student's parents at high school level. **Root Cause:** Communication to parents not effective and less participation from parents at the high school level.

Problem Statement 2: Getting assistance from the community to mentor our African-American students. **Root Cause:** GHS has not created opportunities for this type of interaction.

School Context and Organization

School Context and Organization Summary

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

We will continue to provide academic enrichment activities through our Robo-Wranglers and VEX programs. We will also continue to provide academic enrichment activities through our Destination Imagination program. These programs compete at the national and world level. We will provide academic enrichment activities through our Academic UIL Program and provide academic enrichment activities through our ISM program.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Low numbers of minorities in academic organizations and upper level classes. **Root Cause:** Students have not been guided enough to enroll and pursue these options.

Problem Statement 2: Providing more opportunities for career certifications to our students. **Root Cause:** We are not emphasizing the need for our teachers to prepare our students for career certifications.

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. GHS has either Promethean boards or white boards in all classes. 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 and other technology into the classroom.

This year we have two classes that we have modeled after the Engaged Efficiency model. 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: Numerous devices on network can slow programs down. **Root Cause:** Not enough bandwidth.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement 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 strive for the highest accountability rating possible by the Texas Education Agency by increasing our scores to 75% in ELA, 90% in Math, over 95% in Biology, and over 95% in Social Studies. GHS will earn a "Met Standard" rating and achieve at least two academic distinctions.

Evaluation Data Source(s) 1: STAAR EOC Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Writing Everyday: The students in the English and Social studies classes will have writing assignments so all students can become proficient in writing.</p>		Teachers and Administrators	Increased student performance in the summative assessments and EOC scores by 10%				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Writing Everyday: CTE and non-core classes will write in journals to review previous learning and write project proposals to develop writing skills.</p>		Teachers and Administrators	Increased student performance in the summative assessments and EOC scores by 10%.				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Writing Everyday: The teachers will use bell ringers and exit tickets writing assignments to review prior learning or present new concepts to help improve students writing performance.</p>		Teachers	Increased student performance in the summative assessments and EOC scores by 10%.				

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>4) Student Goals: Every student will set a goal for each class by October 15, 2017, to allow them to have an academic goal to obtain. These goals will be reviewed prior to and after each nine-week assessment.</p>		Teachers and Administrators	100% of students will have their goals through Eduphoria or personal goal sheets to increase the awareness for the student to work towards achieving success in the EOC, SAT, and other academic criteria.				
<p>5) Student Goals: Students will develop college and career goals to assist students in planning for a path after high school.</p>		Career and College Adviser, Counselors, Principals, and Teachers.	All students will have a plan and work to prepare for their future in a plan for a career or college. 100% of students will graduate College and Career ready.				
<p>System Safeguard Strategy</p> <p>6) Master Schedule: To create a tutoring time during the schedule to prepare our students for Academic Success.</p>		Principals and Teachers	Increased student performance in the summative assessments and EOC scores by 10%.				
<p>System Safeguard Strategy</p> <p>7) Student/Subjects with No Data: Subjects without data will use projects to enhance our students ability to apply concepts from the core classes.</p>	1, 2	Principal and Teachers	Increased student performance in the summative assessments and EOC scores by 10%.				
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>8) RTI/Tutoring: Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.</p>	9	ACE staff, Teachers and Principals	Increased student performance in the summative assessments and EOC scores by 10%.				
<p>9) School Scoreboard: We will post a picture of a student receiving college acceptance letters, technical and military service commitments in the cafeteria.</p>		College and Career Adviser	Increase career and college enrollment by 15%.				
<p>10) School Culture: GHS Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.</p>		Principal Teachers	Increased student performance in summative assessments and EOC scores by 10%.				
<p>11) School Culture: GHS teachers will disaggregate data after each summative assessment to inform instructional practices.</p>		Principal Teachers	Increased student performance in summative assessments and EOC scores by 10%.				
<p>12) Perform weekly walkthroughs and follow-up conferences of core teachers to ensure quality instructional strategies are taking place.</p>		Principals	Teachers will show improvement in instruction in the classroom with improved student achievement in all areas as measured by increased proficiency on teachers walkthroughs to 90%.				

<p>System Safeguard Strategy</p> <p>13) Professional development for Inclusion training, differentiated instruction, and accommodations training for staff members.</p>		<p>Teachers, Strategist, SPED department, and Principals.</p>	<p>Increase the SPED students to 60% passing on the English I and II EOC exams. and 75% passing on the Math.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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 students in the African-American, Economical Disadvantage, Special Education, and English Language Learner sub groups will improve to 60% passing on English I and English II EOCs.

Reading System Safeguards: African-American, Economically Disadvantaged, Special Education, and English Language Learners

Evaluation Data Source(s) 2: EOC STAAR scores

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) GHS students in the African-American, Economical Disadvantage, Special Education, and English Language Learner sub groups in the English and Social studies classes will have writing assignments so all students can become proficient in writing.</p>		Teachers and Administrators	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
<p>System Safeguard Strategy</p> <p>2) CTE and non-core classes will write in journals to review previous learning and write project proposals to develop writing skills for GHS students.</p>		Teachers and Administrators	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
<p>System Safeguard Strategy</p> <p>3) The teachers will use bell ringers and exit tickets writing assignments to review prior learning or present new concepts to help improve students writing performance.</p>		Teachers and Administrators	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
<p>System Safeguard Strategy</p> <p>4) To create a tutoring time during the schedule to prepare our students for Academic Success.</p>		Teachers and Administrators	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
<p>System Safeguard Strategy</p> <p>5) RTI/Tutoring: Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.</p>		Teachers and Administrators	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
<p>System Safeguard Strategy</p> <p>6) GHS Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.</p>		Principal and Teachers	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				

7) GHS teachers will disaggregate data after each summative assessment to inform instructional practices.		Teachers	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
System Safeguard Strategy 8) Add a writing class to a student's schedule that have failed the 8th Reading STAAR test in addition to their regular English class.		Administration and Counselors	Increase the sub groups performance in the summative assessments and on the English I and II EOC exams to 60% passing.				
System Safeguard Strategy 9) ESL Class and supports		Teacher	Increase the English Language Learner students to 60% passing on the English I and II EOC exams.				
System Safeguard Strategy 10) English Language Proficiency Standards professional development during the August in-service.		Central office staff	Increase the English Language Learner students to 60% passing on the English I and II EOC exams.				
System Safeguard Strategy 11) Professional development for Inclusion training and accommodations training for staff members.		Central office staff and Principals	Increase the SPED students to 60% passing on the English I and II EOC exams.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 students in the African-American and Special Education groups will improve to 75% passing in Math.

Math System Safeguards: African-American, Special Education

Evaluation Data Source(s) 3: STAAR EOC Results

Summative Evaluation 3:














Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) To create a tutoring time during the schedule to prepare our students for Academic Success.		Teachers and Administrators	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
System Safeguard Strategy 2) Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.		Teachers and Administrators	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
System Safeguard Strategy 3) GHS Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.		Teachers and Administrators	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
4) GHS teachers will disaggregate data after each summative assessment to inform instructional practices.		Teachers and Administrators	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
System Safeguard Strategy 5) Add an additional math class to a student's schedule that have failed the 8th Math STAAR test in addition to their Algebra I class.		Administration and Counselors	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
System Safeguard Strategy 6) Students keep a notebook that contains class notes which includes vocabulary, calculator techniques, and examples of how to work the problems.		Teachers	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
System Safeguard Strategy 7) The teachers will spiral content back by using Bell Ringers and by adding low performing TEKS on assignments given throughout the year.		Teachers and Principals	Increase the sub groups performance on the summative assessments and EOC in math to 75% passing.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 college and career ready students by 20%

Evaluation Data Source(s) 4: Texas Academic Performance Report

Summative Evaluation 4:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) College and career planning nights during the school year.		Career and College counselor	Increase the number of College and Career Ready graduates by 20%.				
2) Encourage students to take the SAT and ACT tests.		Counselors, Principals, and Teachers	Increase the number of SAT and ACT test takers by 30%.				
3) To give more students the opportunity to complete two or more Dual Credit classes.		Counselors, Principals, and Teachers	To have over 50% of our students enrolled in two or more Dual Credit classes.				
4) Partner with PJC to offer college preparation courses for GHS students.		Principal, Assistant principals	Increase number of College and Career Ready graduates by 20%.				
5) Students will keep a math notebook that contains class notes which includes vocabulary, calculator techniques, and examples of how to work the problems.		Teachers	Increase the number of College and Career Ready graduates by 20%.				
6) The teachers will spiral content back by using Bell Ringers and by adding low performing TEKS on assignments given throughout the year.		Teachers and Principals	Increase the number of College and Career Ready graduates by 20%.				
7) Provide students opportunities to take SAT/ACT preparation sessions at GHS.		Principal, Counselors	Increase the number of SAT and ACT test takers by 30%.				
8) Counsel students on college and career options, including career paths, to all GHS Students.		College and career adviser and Principal	Increase number of College and Career Ready graduates by 20%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 students will increase the number of students that meet or exceed progress measure in English and math by 10%.

Evaluation Data Source(s) 5: STAAR EOC Results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Every student will set a goals in English and Math to allow them to have an academic goal to obtain. These goals will be reviewed prior to and after each nine-week assessment.		Teachers and students	To have an increase in the number of students that meet or exceed progress measure in English and math by 10%.				
2) We will have a tutoring time during the schedule to prepare our students for Academic Success.		principals and teachers	To have an increase in the number of students that meet or exceed progress measure in English and math by 10%.				
3) Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.		Teachers	To have an increase in the number of students that meet or exceed progress measure in English and math by 10%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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%.

Evaluation Data Source(s) 1: 425 report, attendance reports, graduation rates

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) School Culture: The administration will have class assemblies to inform the students of GHS expectations for behavior, attendance, academic success, and participation in school activities by August 30 and 31.</p>		Principals, teachers, and central office staff	Increased effort and success for all of our students.				
<p>System Safeguard Strategy</p> <p>2) Attendance (Student): GHS will offer a semester exam exemptions for Junior and Senior students with less than three absences and an above 80 average.</p>		Principals, teachers, and attendance clerk	Increased attendance to 97%				
<p>System Safeguard Strategy</p> <p>3) Attendance (Student and Teacher): We will have gift card drawings for staff and students with perfect attendance to increase our attendance rate.</p>		Principals, teachers, and attendance clerk	Increased attendance to 97%				
<p>System Safeguard Strategy</p> <p>4) Family Partnerships: Athletic events, Fine Art, CTE, DI, and ROTC events will be an avenue to have positive meetings with parents and show support for the student that will lead to future productive meetings regarding academics or behavior.</p>		Principals and teachers	Increase communication with parents to assist our students in a successful high school career.				
<p>System Safeguard Strategy</p> <p>5) School Culture: GHS will recognize a student of the week and month.</p>		Principal	To recognize positive behavior to decrease discipline referrals on campus by 10%.				
<p>6) We will have an Anti-Bullying program sponsored by HCCAC and the Shattered Dreams program.</p>		Student Council sponsor, Drug Free Greenville and principals	To decrease bullying issues on campus to 0 for the school year and to prevent drug and alcohol issues to 0.				
<p>7) GHS will partner with Drug Free Greenville to promote a safe and healthy life-style for all.</p>		Principal					

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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 in their content areas and receive high quality professional development.

Evaluation Data Source(s) 1: Human Resource reports and their assistance.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Master Schedule: The master schedule will have common conference periods for the teachers to allow our staff time to meet in the PLCs, to discuss lessons and data during the school day.		Principals	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 2018.				
Critical Success Factors CSF 6 2) School Culture: GHS will recognize a staff member of the week with the G chain and with the teacher of the month through the Rotary.		Principals	Increase the moral of the staff and to recognize great effort. Moral will be measured through a staff survey in January and May.				
Critical Success Factors CSF 7 3) School Culture: Teachers will participate in Wednesday after school professional development every other week.	4	Principals and Central office staff	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 2018.				
4) GISD will host a job fair for teachers seeking employment within the district.		Central office staff and Principals	The hiring of certified, highly qualified teachers at GHS.				
5) Perform weekly walkthroughs and follow-up conferences of core teachers to ensure quality instructional strategies are taking place.		Principals	Teachers will show improvement in instruction in the classroom with improved student achievement in all areas as measured by increased proficiency on teachers walkthroughs to 90%.				
6) Work with local teacher preparation programs to identify potential teaching candidates.		Principals	Recruitment of highly qualified teachers.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 work very hard to increase attendance for the students to 96% and the staff to 97%.

Evaluation Data Source(s) 1: Attendance clerk

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Attendance (Student): GHS will offer a semester exam exemptions to Junior and Senior students with less than three absences and an above 80 average.		Teacher, Attendance clerk and Principal	Increase student attendance to 97% by May 2018.				
System Safeguard Strategy 2) Attendance (Student and Teacher): We will have gift card drawings for staff and students with perfect attendance.		Teacher, Attendance clerk and Principal	Increase student attendance to 97% by May 2018.				
System Safeguard Strategy 3) School Culture: We will have budget reviews throughout the school year with department heads and sponsors.		Principal and Associate principal	100% of expenditure in line with campus and district goals.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 Source(s) 2: Detailed and Summary Expenditure Reports
Master Schedule

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus Culture: The campus budget will be reviewed weekly to ensure that expenditures align with campus and district goals.		Principal	Ensure efficient use of school resources.				
2) Master Schedule: The master schedule will be reviewed to ensure effective use of personnel.		Principal	Proper allocations of personnel and school resources.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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, to work with GHS and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Greenville High School will provide for family and community involvement that results in positive partnership and an increase in parent participation by 15%.

Evaluation Data Source(s) 1: Blackboard, Social Media, GISD Communications department, Lion Direct, and school website

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Family Partnership: Staff will engage with parents attending athletic events, Fine Art, CTE, DI, and ROTC.		Teachers, Coaches, Sponsors and Principals.	To have a positive meetings with parents and show support for the student that will lead to future productive meetings regarding academics or behavior.				
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> 2) Family Partnership: Inviting parents and others to join and to attend meetings of booster clubs and parent organizations.	6	Teachers, Coaches and Sponsors	To develop relationships between the parents and school that will lead to communications regarding academic achievement through the several booster clubs and parent organizations that we have at GHS.				
3) Family Partnership: Staff will communicate with phone calls, emails, and meetings to build relationships with parents and guardians.		Teachers and Principals	Increased attendance, student achievement and parent support for behavior.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> 4) School Culture: We will have Career and College planning nights for parents and students to help our students prepare for the future by planning and discussing career paths.		Principal and Career/College Adviser	It will help our students and parents to prepare for the future by planning and discussing career paths.				










System Safeguard Strategy						
5) School Culture: GHS will host a variety of events such as Veterans Day program, pep rallies, and other assemblies. All events will be clearly communicated to parents, students, and staff.		GISD, Principals, and Teachers	Improvement in school/community spirit and pride			
6) School Culture: GHS Will host both African-American and Hispanic-American programs with students and parents.		Teachers and Principals	Allowing our students and community to recognize and value the cultures of our student's ancestors.			
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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, to work with GHS and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 2: The GHS staff will communicate with 100% of the parents. This will increase parental support for the education of their student.

Evaluation Data Source(s) 2: Blackboard, Social Media, GISD Communications department, Lion Direct, and school website

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Family Partnerships: GHS will host a Meet the teacher night and Open House for all parents to attend. These events will be clearly communicated in a variety of methods.		Teachers and Principals	Increase parental involvement by 5% from 206-2017 as evidenced by sign-in sheets.				
System Safeguard Strategy 2) Family Partnerships: Teachers will contact parents throughout the year with phone calls, emails, and meetings.		Teachers and Staff	The GHS staff will contact 100% of the student parents/guardians by December 2017. This will lead to increased student and parent participation.				
System Safeguard Strategy 3) Family Partnerships: GHS will host the Spotlight on Engagement, Fine Art programs, award ceremonies and banquets during the school year.		Teachers and Principals	All GHS programs will be represented in the Spotlight on Engagement. GHS will communicate to all parents these events.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Writing Everyday: The students in the English and Social studies classes will have writing assignments so all students can become proficient in writing.
1	1	2	Writing Everyday: CTE and non-core classes will write in journals to review previous learning and write project proposals to develop writing skills.
1	1	3	Writing Everyday: The teachers will use bell ringers and exit tickets writing assignments to review prior learning or present new concepts to help improve students writing performance.
1	1	4	Student Goals: Every student will set a goal for each class by October 15, 2017, to allow them to have an academic goal to obtain. These goals will be reviewed prior to and after each nine-week assessment.
1	1	6	Master Schedule: To create a tutoring time during the schedule to prepare our students for Academic Success.
1	1	7	Student/Subjects with No Data: Subjects without data will use projects to enhance our students ability to apply concepts from the core classes.
1	1	8	RTI/Tutoring: Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.
1	1	13	Professional development for Inclusion training, differentiated instruction, and accommodations training for staff members.
1	2	1	GHS students in the African-American, Economical Disadvantage, Special Education, and English Language Learner sub groups in the English and Social studies classes will have writing assignments so all students can become proficient in writing.
1	2	2	CTE and non-core classes will write in journals to review previous learning and write project proposals to develop writing skills for GHS students.
1	2	3	The teachers will use bell ringers and exit tickets writing assignments to review prior learning or present new concepts to help improve students writing performance.
1	2	4	To create a tutoring time during the schedule to prepare our students for Academic Success.
1	2	5	RTI/Tutoring: Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.
1	2	6	GHS Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.
1	2	8	Add a writing class to a student's schedule that have failed the 8th Reading STAAR test in addition to their regular English class.
1	2	9	ESL Class and supports

Goal	Objective	Strategy	Description
1	2	10	English Language Proficiency Standards professional development during the August in-service.
1	2	11	Professional development for Inclusion training and accommodations training for staff members.
1	3	1	To create a tutoring time during the schedule to prepare our students for Academic Success.
1	3	2	Create an Academic Advisory time during school hours and utilize ACE to tutor and meet RTI needs of our students.
1	3	3	GHS Teachers will utilize an unpacking process for student expectations and performance assessments to write effective and engaging lessons during PLCs.
1	3	5	Add an additional math class to a student's schedule that have failed the 8th Math STAAR test in addition to their Algebra I class.
1	3	6	Students keep a notebook that contains class notes which includes vocabulary, calculator techniques, and examples of how to work the problems.
1	3	7	The teachers will spiral content back by using Bell Ringers and by adding low performing TEKS on assignments given throughout the year.
2	1	1	School Culture: The administration will have class assemblies to inform the students of GHS expectations for behavior, attendance, academic success, and participation in school activities by August 30 and 31.
2	1	2	Attendance (Student): GHS will offer a semester exam exemptions for Junior and Senior students with less than three absences and an above 80 average.
2	1	3	Attendance (Student and Teacher): We will have gift card drawings for staff and students with perfect attendance to increase our attendance rate.
2	1	4	Family Partnerships: Athletic events, Fine Art, CTE, DI, and ROTC events will be an avenue to have positive meetings with parents and show support for the student that will lead to future productive meetings regarding academics or behavior.
2	1	5	School Culture: GHS will recognize a student of the week and month.
3	1	1	Master Schedule: The master schedule will have common conference periods for the teachers to allow our staff time to meet in the PLCs, to discuss lessons and data during the school day.
4	1	1	Attendance (Student): GHS will offer a semester exam exemptions to Junior and Senior students with less than three absences and an above 80 average.
4	1	2	Attendance (Student and Teacher): We will have gift card drawings for staff and students with perfect attendance.
4	1	3	School Culture: We will have budget reviews throughout the school year with department heads and sponsors.
5	1	2	Family Partnership: Inviting parents and others to join and to attend meetings of booster clubs and parent organizations.
5	1	4	School Culture: We will have Career and College planning nights for parents and students to help our students prepare for the future by planning and discussing career paths.

Goal	Objective	Strategy	Description
5	1	5	School Culture: GHS will host a variety of events such as Veterans Day program, pep rallies, and other assemblies. All events will be clearly communicated to parents, students, and staff.
5	2	1	Family Partnerships: GHS will host a Meet the teacher night and Open House for all parents to attend. These events will be clearly communicated in a variety of methods.
5	2	2	Family Partnerships: Teachers will contact parents throughout the year with phone calls, emails, and meetings.
5	2	3	Family Partnerships: GHS will host the Spotlight on Engagement, Fine Art programs, award ceremonies and banquets during the school year.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Heath Jarvis	Principal
Assistant Principal	Nathan Compton	Assistant Principal
Assistant Principal	Debra Gossett	Assistant Principal
Business Representative	Joe Degarso	Business (L-3)
Business Representative	Alan Row	Business Owner
Classroom Teacher	Justin Anderton	Teacher
Classroom Teacher	Robbin Perkins	SPED Teacher
Classroom Teacher	Joan Nelson	Math Teacher
Classroom Teacher	Joel Pitts	CTE Teacher
Classroom Teacher	George Sellers	History Teacher
Classroom Teacher	Cindy Williams	Math Teacher
Community Representative	Paul Garcia	Saddlery
Community Representative	Tina Pitt	Retired
Parent	Rene Humphries	Parent
District-level Professional	Wes Underwood	Chief School Leadership Officer
Assistant Principal	Courtney Baker	Assistant Principal
Classroom Teacher	Donnie Fluellen	Math Teacher
Classroom Teacher	Joe Cummings	Math teacher
Classroom Teacher	Kelsie Hollon	English Teacher
Classroom Teacher	Dedra Hunt	English teacher
Parent	Quintina Anderson	Parent