

# **Fort Bend Independent School District**

## **Bush High School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

Our mission is to nurture student growth by promoting academic achievement, fostering strong character, and instilling a relentless work ethic. We aim to prepare well-rounded individuals for success in college, military, and career pursuits. By maximizing opportunities, embracing diversity, and leveraging everyone's strengths, we will transform our school and district into a model for developing exceptional graduates.

## Vision

*Empowering all students to become thriving, responsible citizens in a changing world.*

## Value Statement

Growing and empowering every student to lead with purpose, resilience, and impact.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| School Population | Count | Percent |
|-------------------|-------|---------|
| Student Total     | 2,428 | 100%    |
| 9th Grade         | 614   | 25.29%  |
| 10th Grade        | 605   | 24.92%  |
| 11th Grade        | 631   | 25.99%  |
| 12th Grade        | 578   | 23.81%  |

As of the most recent data, George Bush High School serves a student population with a fairly balanced gender distribution. The student body comprises 1,163 female students (47.90%) and 1,265 male students (52.10%). This near-equal representation ensures that both male and female students are considered in academic planning, support services, and extracurricular opportunities. Understanding this balance is essential for promoting equity and inclusivity throughout all campus initiatives.

| Student Demographics | Count | Percent |
|----------------------|-------|---------|
| Gender               |       |         |
| Female               | 1,163 | 47.90%  |
| Male                 | 1,265 | 52.10%  |

For the 2024–2025 school year, George Bush High School serves a total of 2,428 students, reflecting a slight increase from the previous year. The campus continues to serve a diverse student population, with the largest student groups identified as Hispanic (41%), African American (37%), and Asian (14%). Smaller populations include White students (4.9%) and those identifying as Two or More Races (2%).

Subpopulations of focus include:

- Economically Disadvantaged students make up 67% of the campus population.
- At-Risk students account for 56%.

- Emergent Bilingual (EB) learners represent 22% of the student body.
- Students receiving Special Education services have increased to 13%.
- The Gifted and Talented (GT) population remains low at 0.78%, indicating a potential area for identification and support.

These demographics indicate a continued need for strategic support in areas such as differentiated instruction, language acquisition services, academic interventions, and culturally responsive practices. The data also highlights the importance of targeted outreach for underrepresented groups in advanced academic programs such as GT.

Additionally, the school has a relatively balanced gender distribution, with 1,163 female students (47.90%) and 1,265 male students (52.10%), ensuring that planning and programming consider the needs of both groups equitably.

| Student Group              | 2022 – 2023 SY | 2023 – 2024 SY | 2024 – 2025 SY |
|----------------------------|----------------|----------------|----------------|
| Total Number of Students   | 2605           | 2397           | 2428           |
| African American           | 1000           | 884            | 902 (37%)      |
| Asian                      | 372            | 344            | 343 (14%)      |
| Hispanic                   | 1057           | 1001           | 993 (41%)      |
| White                      | 112            | 105            | 119 (4.9%)     |
| Two or More Races          | 51             | 49             | 51 (2%)        |
| Special Education          | 278            | 292            | 318 (13%)      |
| Gifted and Talented        | 29             | 25             | 19 (.78%)      |
| Emergent Bilingual         | 491            | 528            | 541 (22%)      |
| At Risk                    | 1517           | 1393           | 1374 (56%)     |
| Economically Disadvantaged | 1821           | 1811           | 1630 (67%)     |

For the 2024–2025 school year, George Bush High School has a total of 19 students identified as Gifted and Talented (GT), a decline from 25 students in the 2023–2024 school year. This represents less than 1% (0.78%) of the total student population, indicating a significant underrepresentation compared to district and state averages.

This data highlights an ongoing need to improve the identification and support of gifted students, particularly among Hispanic, African American, and Economically Disadvantaged populations, who are often underrepresented in GT programs. The absence of identified students from the White and American Indian/Alaska Native groups also points to potential gaps in outreach or identification criteria.

To ensure equity and access to advanced academic opportunities, the campus should prioritize:

- Enhancing professional development on equitable GT identification practices,
- Partnering with families and communities to raise awareness of GT services,

- Monitoring referral processes to reduce barriers for historically underrepresented groups.

| Gifted and Talented Students     | 2023 – 2024 SY | 2024 – 2025 SY |
|----------------------------------|----------------|----------------|
| Total Number of Students         | 25             | 19             |
| African American                 | 6              | 7              |
| American Indian or Alaska Native | 1              | 0              |
| Asian                            | 8              | 7              |
| Hispanic                         | 8              | 4              |
| White                            | 1              | 0              |
| Two or More Races                | 1              | 1              |

The majority of staff members are classroom teachers, representing 79.49% (186 teachers) of the total staff. This strong instructional presence highlights the school's primary focus on direct student learning and classroom engagement.

The campus is also supported by 28 administrative support staff (11.97%), who play a critical role in ensuring operations, compliance, and organizational effectiveness. Additionally, 20 educational aides (8.55%) provide targeted assistance to students and teachers, particularly in areas of intervention, small-group support, and specialized instructional needs.

- The high percentage of teachers suggests instructional capacity is a strength; however, adequate professional development, retention, and classroom support will be critical to sustain teacher effectiveness.
- The limited number of educational aides may affect the ability to provide differentiated support for high-needs populations, including English Learners, special education, and at-risk students.

## Staff Information

|                        | Count | Percent |
|------------------------|-------|---------|
| Administrative Support | 28    | 11.97%  |
| Teacher                | 186   | 79.49%  |
| Educational Aide       | 20    | 8.55%   |
| Auxiliary              | 0     | 0.00%   |

George Bush High School has experienced a steady increase in student mobility over the past three years. In 2022–2023, the campus enrolled 2,756 students, with 393 classified as mobile, resulting in a mobility rate of 14.26%. The following year, mobility increased to 16.25% with 427 mobile students out of 2,627 total students. For the current school year (2024–2025), the number of mobile students has risen again to 439, representing a mobility rate of 16.72% out of 2,626 students.

This upward trend in student mobility reflects a consistent pattern of mid-year student entries and withdrawals, which can create challenges in maintaining academic continuity, building strong relationships, and ensuring equitable access to instructional resources.

Implications for Campus Needs

- **Academic Impact:** Frequent student movement may contribute to gaps in learning, inconsistent access to curriculum, and difficulty in preparing for state assessments.
- **Teacher Support:** Teachers require resources and strategies to accelerate learning for newly enrolled students while maintaining progress for existing students.
- **Student Engagement:** High mobility can disrupt peer relationships and sense of belonging, impacting campus culture, attendance, and discipline.
- **Family Outreach:** Strengthening communication and transition supports for mobile students and families is critical to promote smoother integration.

|                 | 2022 - 2023     |              |               | 2023 - 2024     |              |               | 2024 - 2025     |              |               |
|-----------------|-----------------|--------------|---------------|-----------------|--------------|---------------|-----------------|--------------|---------------|
|                 | Mobile Students | All Students | Mobility Rate | Mobile Students | All Students | Mobility Rate | Mobile Students | All Students | Mobility Rate |
| George Bush H S | 393             | 2,756        | 14.26%        | 427             | 2,627        | 16.25%        | 439             | 2,626        | 16.72%        |

AP course enrollment at George Bush High School has shown strong recovery and growth after a dip during the 2020–2021 and 2021–2022 school years, likely impacted by the pandemic. Enrollment decreased significantly from 1,205 in 2019–2020 to 669 in 2021–2022, but has since rebounded to 1,220 in 2024–2025 (unofficial), surpassing pre-pandemic levels.

The number of students taking AP exams has steadily increased, from 176 in 2019–2020 to 436 in 2024–2025, more than doubling participation. Similarly, the number of exams administered has grown from 347 in 2020 to 813 in 2025, reflecting both increased access and student willingness to attempt multiple exams.

Student performance on AP exams, as measured by scores of 3 or higher, has also improved. The percentage of students earning qualifying scores increased from 44.02% in 2022 to 59.86% in 2025 (unofficial). This upward trend demonstrates both stronger preparation and more effective instructional support for advanced coursework.

Implications for Campus Needs

- **Strengths:**
  - Significant recovery and growth in AP enrollment post-pandemic.

- Strong upward trend in exam participation, suggesting improved student confidence and campus-wide encouragement.
- Performance outcomes are improving, with nearly 6 in 10 students earning a 3 or higher in 2025.
- **Areas of Focus:**
  - While participation has increased, continued efforts are needed to close the gap between enrollment (1,220) and exam participation (436). Many students are still enrolled in AP courses but not sitting for exams.
  - Support systems (tutoring, exam readiness, financial assistance for exam fees) should be strengthened to ensure equitable access for all students, particularly historically underrepresented groups.
  - Teacher professional development in AP pedagogy remains critical to sustain the positive trajectory in student performance.

| AP HISTORIC DATA                      | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 (u |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|--------------|
| BUSH                                  | 2020      | 2021      | 2022      | 2023      | 2024      |              |
| AP Course Enrollment                  | 1205      | 1120      | 669       | 838       | 1182      |              |
| Total AP Students Took Exams          | 176       | 132       | 234       | 286       | 391       |              |
| Number of Exams                       | 347       | 209       | 405       | 487       | 757       |              |
| AP Students with Scores 3+            | 97        | 69        | 103       | 149       | 213       |              |
| % of Total AP Students with Scores 3+ | 55.11     | 52.27     | 44.02     | 52.1      | 54.48     |              |

### Demographics Strengths

George Bush High School is a richly diverse campus that reflects the cultural, linguistic, and socioeconomic variety of the Fort Bend ISD community. This diversity serves as a strength, creating a learning environment where students are exposed to multiple perspectives, cultures, and experiences that prepare them for success in a global society.

The campus demographics support a strong sense of inclusivity and provide opportunities for students to learn from one another in authentic ways. The staff composition also highlights a high percentage of classroom teachers, ensuring that instructional capacity remains a central focus of the school's mission. In addition, the presence of educational aides provides targeted support, further strengthening the school's ability to meet the needs of all learners.

George Bush High School's demographic strengths contribute to a vibrant, collaborative learning culture that values equity, access, and student voice. This foundation allows the school to leverage its diversity as an asset in building relationships, fostering cultural awareness, and enhancing academic and extracurricular experiences.



## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** George Bush High School struggles with equitable access to advanced academic opportunities, as less than 1% of students are identified as Gifted and Talented while 67% are economically disadvantaged, 56% at-risk, 22% emergent bilingual, and 13% receive Special Education services, creating gaps in academic achievement and support.

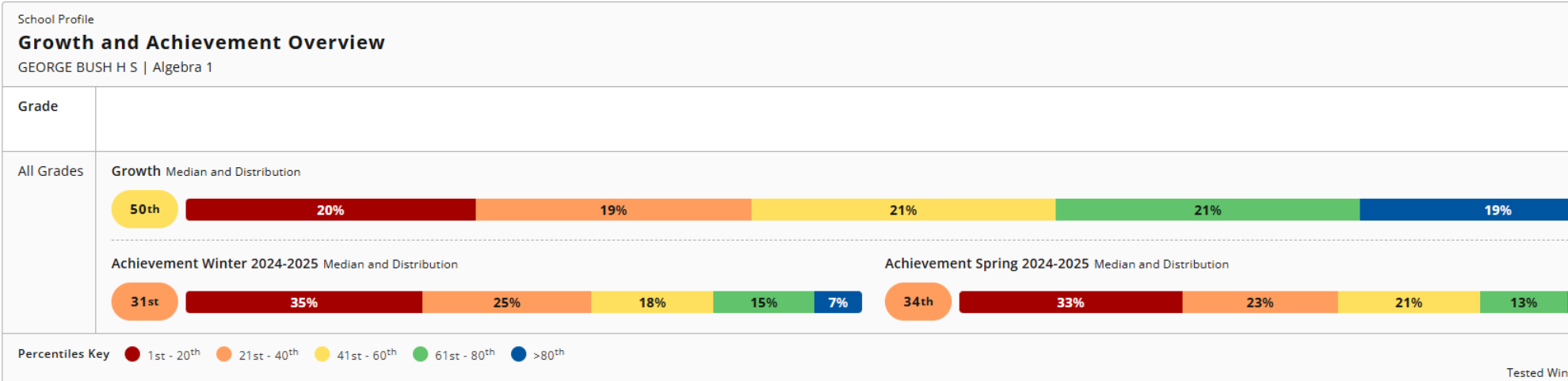
**Root Cause:** Inequitable identification practices, rising student mobility, limited instructional support staff, and insufficient professional development in culturally responsive and differentiated instruction contribute to underrepresentation of EB, African American, and Hispanic students in advanced programs and inconsistent learning outcomes.

# Student Learning

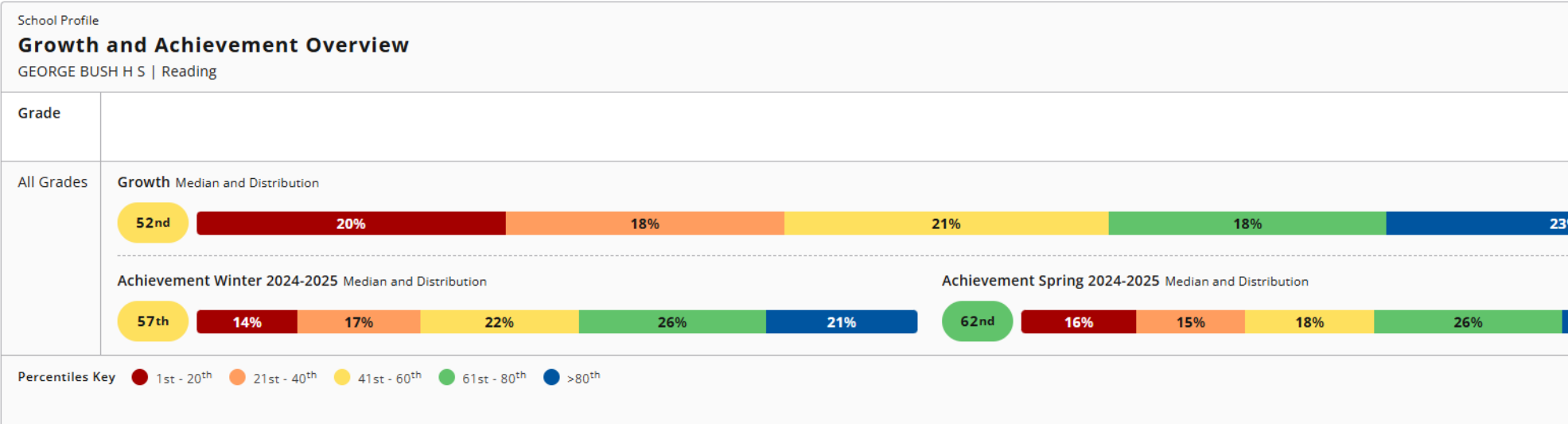
## Student Learning Summary

MAP Data Summary for Math:

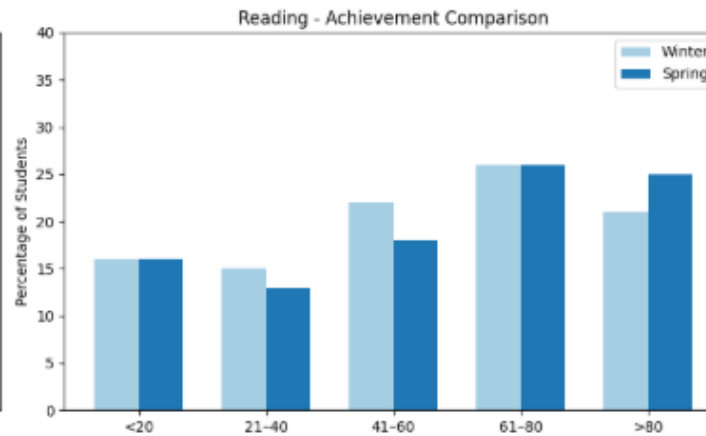
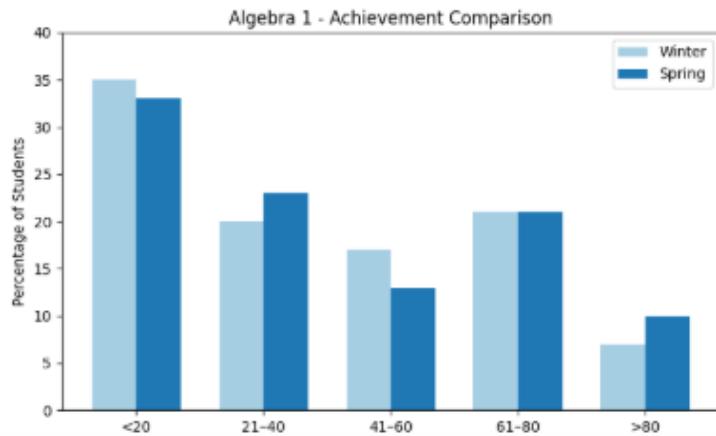
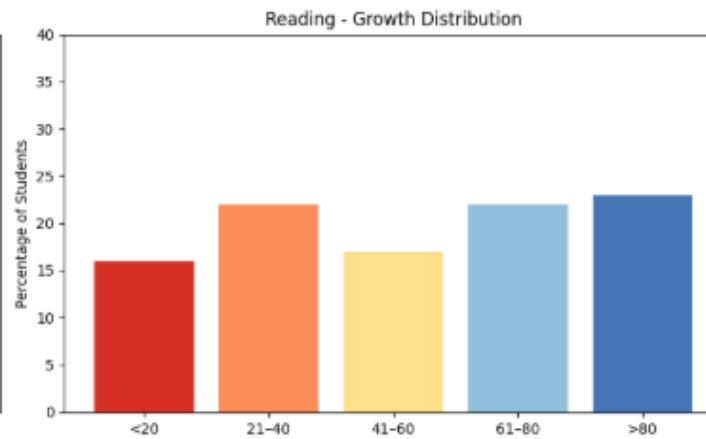
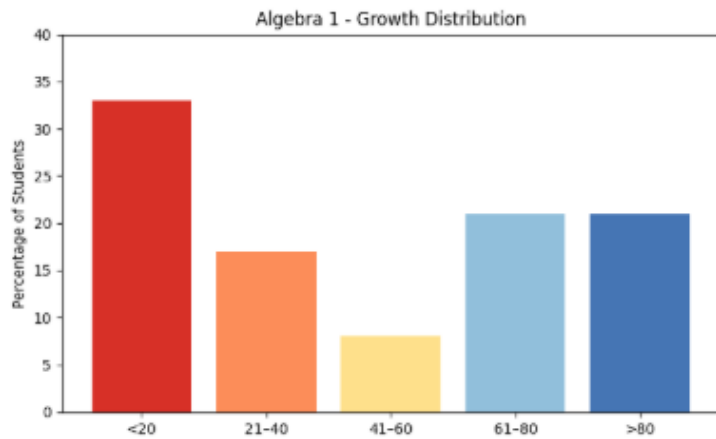
- The growth median is at the 50th percentile, which is perform with the national standard.
- The distribution across quintiles is relatively balanced, with 21% of students in both the yellow and green bands, indicating a solid portion of students are making average to above-average growth.
- From Winter to Spring, the median percentile increased from 31st to 34th, showing a positive trend in overall achievement.
- The blue band (>80th percentile) increased from 7% to 10%, which shows that more students are reaching high levels of performance.
- A significant portion of students are still in the red (<20th percentile): 33% in Spring, only a slight improvement from 35% in Winter.
- Over 56% of students are in the red and orange bands in Spring, indicating that more than half are performing below the 40th percentile. There is a need for targeted interventions for struggling students.
- The yellow and green bands saw only slight shifts, indicating that students in the middle range may not be accelerating as much as needed to close gaps.



- While the growth median is above average, 38% of students are still in the bottom two growth bands, indicating that nearly 2 in 5 students are growing at a below-average rate.



# MAP Growth and Achievement Overview George Bush High School (2024-2025)



STAAR Data:

# English I EOC Data

|                  | Spring 2024 STAAR EOC, English I |  |               |     |            |       |         |            |
|------------------|----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                   |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                  |  | 3976          | 36% | 16%        | 38%   | 10%     | 4/19/24    |
| Count            | 673                              |  |               | 240 | 105        | 259   | 69      |            |

|                  | Spring 2025 STAAR EOC, English I |  |               |     |            |       |         |            |
|------------------|----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                   |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                  |  | 3940          | 39% | 17%        | 33%   | 10%     | 4/18/25    |
| Count            | 679                              |  |               | 266 | 118        | 224   | 71      |            |

- DNM: Increased from 36% to 39%, showing more students are struggling to meet expectations.
- Approaches Grade Level: Slight increase from 16% to 17%.
- Meets Grade Level: Decreased from 38% to 33%, a notable decrease in students meeting grade-level standards.
- Masters Grade Level: Unchanged at 10%.

# English II EOC Data

|                  | Spring 2024 STAAR EOC, English II |  |               |     |            |       |         |            |
|------------------|-----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                    |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                   |  |               | 26% | 17%        | 54%   | 4%      | 4/19/24    |
| Count            | 707                               |  | 4031          | 185 | 117        | 380   | 25      |            |

|                  | Spring 2025 STAAR EOC, English II |  |               |     |            |       |         |            |
|------------------|-----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                    |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                   |  |               | 33% | 17%        | 48%   | 3%      | 4/18/25    |
| Count            | 636                               |  | 3967          | 209 | 105        | 304   | 18      |            |

- DNM: Increased from 26% to 33%, showing more students are struggling.
- Approaches Grade Level: Unchanged at 17%.
- Meets Grade Level: Decreased from 54% to 48%.
- Masters Grade Level: Slight decrease from 4% to 3%.

Cohort Trends:

| Metric         | English I (2024) | English II (2025) | Change |
|----------------|------------------|-------------------|--------|
| Total Students | 673              | 636               | -37    |
| Average Score  | 3976             | 3967              | -9     |
| Did Not Meet   | 36%              | 33%               | -3%    |
| Approaches     | 16%              | 17%               | +1%    |
| Meets          | 38%              | 48%               | +10%   |
| Masters        | 10%              | 3%                | -7%    |

The percentage of students who Meets

grade level increased significantly from 38% to 48%

- Masters level performance dropped from 10% to 3%

## Algebra I EOC Data

|                  | Spring 2024 STAAR EOC, Algebra I |  |               |     |            |       |         |            |
|------------------|----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                   |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                  |  |               | 32% | 36%        | 14%   | 18%     | 5/2/24     |
| Count            | 657                              |  | 3850          | 211 | 237        | 93    | 116     |            |

|                  | Spring 2025 STAAR EOC, Algebra I |  |               |     |            |       |         |            |
|------------------|----------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                   |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                  |  |               | 38% | 38%        | 13%   | 11%     | 4/24/25    |
| Count            | 507                              |  | 3760          | 192 | 193        | 68    | 54      |            |
| District         |                                  |  |               |     |            |       |         |            |

- The percentage of students who Did Not Meet increased by 6%.
- The Approaches category remained relatively stable with a slight increase.
- Both Meets and Masters categories saw a decline, with Masters dropping by 7%.

## Biology EOC Data

|                  | Spring 2024 STAAR EOC, Biology |  |               |     |            |       |         |            |
|------------------|--------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                 |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                |  |               | 11% | 37%        | 39%   | 12%     | 4/26/24    |
| Count            | 576                            |  | 4034          | 65  | 215        | 226   | 70      |            |

|                  | Spring 2025 STAAR EOC, Biology |  |               |     |            |       |         |            |
|------------------|--------------------------------|--|---------------|-----|------------|-------|---------|------------|
|                  | Total Students                 |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School |                                |  |               | 11% | 33%        | 43%   | 13%     | 4/24/25    |
| Count            | 567                            |  | 4058          | 62  | 189        | 243   | 73      |            |
| District         |                                |  |               |     |            |       |         |            |

- DNM: Unchanged at 11% for both years.
- Approaches Grade Level: Decreased from 37% in 2024 to 33% in 2025.
- Meets Grade Level: Increased from 39% to 43%, indicating more students are meeting expectations.
- Masters Grade Level: Slight increase from 12% to 13%.



## US History EOC Data

| Spring 2024 STAAR EOC, US History |                |  |               |     |            |       |         |            |
|-----------------------------------|----------------|--|---------------|-----|------------|-------|---------|------------|
|                                   | Total Students |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School                  |                |  |               | 7%  | 30%        | 32%   | 31%     | 4/24/24    |
| Count                             | 603            |  | 4176          | 42  | 183        | 193   | 185     |            |

| Spring 2025 STAAR EOC, US History |                |  |               |     |            |       |         |            |
|-----------------------------------|----------------|--|---------------|-----|------------|-------|---------|------------|
|                                   | Total Students |  | Average Score | DNM | Approaches | Meets | Masters | Date Taken |
| Bush High School                  |                |  |               | 6%  | 28%        | 32%   | 35%     | 4/23/25    |
| Count                             | 617            |  | 4248          | 35  | 172        | 195   | 215     |            |

- DNM: Decreased from 7% to 6%.
- Approaches Grade Level: Slight decrease from 30% to 28%
- Meets Grade Level: Unchanged at 32%.
- Masters Grade Level: Increased from 31% to 35%

### Student Learning Strengths

#### MAP Strengths:

- The median percentile rose from 57th in Winter to 62nd in Spring, indicating strong academic performance for reading.
- Over 50% of students scored above the 60th percentile in Spring, with 25% in the top blue(>80th percentile) for reading.
- The growth median is 52nd percentile, slightly above national norms, with 23% of students showing top-tier growth for reading.
- Math shows a stable growth median at the 50th percentile, with 21% of students in both green and yellow bands, indicating consistent progress.
- In Math the achievement median increased from 31st to 34th percentile, showing a positive trend.
- In both subjects, there is visible movement from lower to higher achievement bands between Winter and Spring, especially when you view the scatterplot graphs.

### STAAR Strengths

- Growth in USH mastery, increased from 31% to 35%, along with increase in average score 4176 to 4248.
- Growth in biology meets, increased from 39% to 43%, along with mastery level increase.
- Cohort growth from English I to English II: the same group of students show a decrease in did not meets (36% to 33%) and an increase in meets (38% to 48%).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** A significant number of students at George Bush High School are not achieving grade-level proficiency, particularly in English I, English II, and Algebra I. This indicates that learning is not occurring at the depth or consistency needed for long-term academic success.

**Root Cause:** Over accommodation, lack of teacher clarity on scaffolding, decrease rigor of instructional delivery which compounds the foundational skill gaps.

# School Processes & Programs

## School Processes & Programs Summary

At GBHS, we are unwavering in our dedication to ensuring that every member of our staff, from teachers to paraprofessionals, meets the highest qualifications. Our recruitment strategy is robust and proactive, focusing on district job fairs where we seek out educators who are not only qualified but also deeply passionate about fostering student success. To enhance our hiring process, we have meticulously refined our interview questions to better identify candidates who meet our standards. Furthermore, the involvement of department heads and teacher leaders in the hiring process is crucial, as it ensures that new hires are well-suited to meet the specific needs of each content area, thereby strengthening our educational team.

The Teacher Assistance and Peer Program (TAPP) at GBHS has proven to be highly effective in supporting teacher development. This program includes structured mentor observations twice a year, as well as opportunities for mentees to observe seasoned teachers. These observations are instrumental in providing constructive feedback and guidance, which are essential for professional growth. This approach ensures that our leadership team is equipped to inspire and guide our educators towards achieving excellence in teaching and learning.

At our school, we strategically align our staffing approach with TTESS certification standards, ensuring that our most effective educators are placed with students who have the greatest needs. This targeted placement is crucial in maximizing student success and fostering an environment of excellence. We diligently track attendance, retention, and turnover rates to ensure that we maintain a high-caliber team of educators who are committed to our students' growth and development.

Creating a supportive and positive work environment is a top priority at GBHS. Our staff organization, FunShine, plays a vital role in celebrating and recognizing the invaluable contributions of all staff members. By acknowledging their hard work and dedication, we cultivate a culture of appreciation and motivation. Additionally, we encourage teacher camaraderie through engaging activities during professional development days, which are designed to promote interaction and strengthen relationships among colleagues.

Professional development at our campus is both meaningful and impactful, as it is led by teacher leaders who bring a wealth of experience and insight. This approach not only enhances the skills and knowledge of our educators but also empowers them to take ownership of their professional growth. To further honor exceptional work, we have instituted monthly recognitions such as Teacher of the Month, Department Head of the Month, and Paraprofessional of the Month, celebrating those who go above and beyond in their roles.

This year, we focused on refining our discipline systems to ensure equitable implementation. We reviewed discipline data weekly, identified hotspots, and discussed collaborative strategies for improvement. We refined PBIS systems, including a school-wide acronym to communicate behavioral expectations in various areas, including classrooms. We consistently sought staff feedback and co-developed systems, such as a new hallway pass to reduce movement in the hallways. During high-traffic seasons, the administration used mobile desks to manage hallway traffic and build relationships with students.

George Bush High School is committed to recruiting and retaining high-quality educators by investing in teacher development and creating a culture of continuous improvement. Clear roles and responsibilities guide staff work, supported by consistent feedback and coaching aligned to instructional goals. New and struggling teachers are paired with strong colleagues in the same content area, while the Dean of Instruction provides tailored support to accelerate growth. Instructional leaders use data to match teacher strengths with student needs, such as restructuring math teams to build foundational skills. Professional learning communities meet regularly to analyze student data and plan targeted interventions. Teachers receive linguistic support to better serve Emergent Bilingual students, including hand-scheduling them with ESL-certified staff. Instructional practices are adjusted to close performance gaps between SPED and EB students. Staff buy-in for continuous improvement is cultivated through collaborative needs assessments and focused improvement

planning. Evaluation systems are aligned with student outcomes, ensuring accountability and instructional impact. Stakeholders are engaged in the planning process to ensure transparency and shared ownership. Systems are in place to monitor progress toward performance goals and adjust strategies as needed. Academic and CTE content are integrated to support college and career readiness, with blended learning experiences enhancing instruction. Lesson planning is data-driven, incorporating formative assessments and timely interventions. Instructional time is protected through proactive classroom management and discipline procedures. School safety is prioritized through comprehensive plans addressing bullying, violence, and other threats, ensuring equity and well-being for all students.

### **School Processes & Programs Strengths**

At George Bush High, we have implemented new systems this year to celebrate our students' achievements in academics and behavior. By recognizing and rewarding their accomplishments, we aim to foster a positive school culture that motivates students to strive for excellence in all areas of their education. This initiative is designed to highlight the hard work and dedication of our students, encouraging them to continue their pursuit of success.

In addition to celebrating student achievements, we launched a new mentor program aimed at engaging with students on a deeper level by pairing them with adults. This program is intended to make a lasting impact on their academic journey and mental well-being. By providing students with mentors who can offer guidance and support, we hope to create a nurturing environment that promotes personal growth and resilience.

Furthermore, we have introduced the "Bronco Dads" initiative, a program that connects strong and positive male role models to our campus. This initiative seeks to provide students with additional support and encouragement from male figures who can inspire and guide them. By fostering these connections, we aim to enhance the overall school experience for our students and contribute to their development as well-rounded individuals.

A significant focus this year has been on ensuring that students are in class on time every day, thereby increasing student ownership and academic achievement. By emphasizing the importance of punctuality and responsibility, we are working to instill habits that will benefit our students both academically and in their future endeavors. This push for timeliness is part of our broader effort to create a disciplined and effective learning environment where students can thrive.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Limited Impact of PLTs on Instructional Planning and Student Outcomes

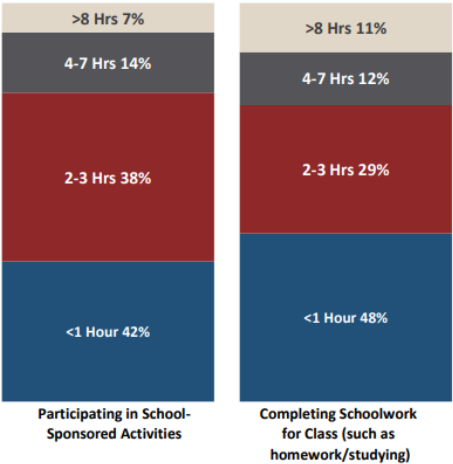
**Root Cause:** PLTs are not consistently focused on actionable data analysis and aligned instructional planning. While teams meet regularly, there is an inconsistent use of structured protocols and accountability to ensure that insights from data translate into targeted classroom practices and measurable student growth.

# Perceptions

## Perceptions Summary

### Engagement in Activities

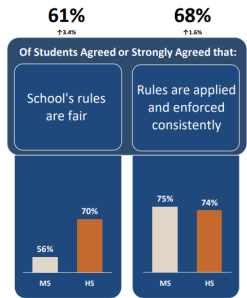
Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



Student engagement data shows that a large percentage of George Bush High School students spend minimal time outside of school in both extracurricular activities and academic study. For school-sponsored activities, 42% of students participate less than one hour per week, while only 21% spend more than four hours, indicating limited involvement in programs that support connection and leadership. Similarly, 48% of students report spending less than one hour weekly on homework or studying, with just 23% dedicating four or more hours. These patterns suggest that many students are under-engaged in activities that build academic habits, skills, and school connectedness, pointing to a need for expanded access to extracurricular opportunities, stronger study support systems, and strategies to promote balanced engagement beyond the classroom.

### Perceptions on School Rules

The degree to which students agreed or strongly agreed that school rules were fair and enforced consistently.



Students perceive school rules as both fair and consistently enforced. Specifically, 70% of high school students agreed or strongly agreed that rules are fair, compared to 56% at the middle school level. Similarly, 74% of high school students agreed that rules are applied and enforced consistently, closely aligned with middle school responses (75%). While these

perceptions reflect relative strength in fairness and consistency, the overall agreement rates of 61% (fairness) and 68% (consistency) suggest that nearly one-third of students still perceive gaps in equitable rule enforcement. This highlights a continued need for clear communication, consistent implementation of policies, and intentional efforts to strengthen trust and transparency around discipline and expectations.

### **Perceptions Strengths**

At George Bush High School, one of our key strengths is the robust support system we have established for our teachers. The administrative team has made significant strides in enhancing the level of support provided to our educators, ensuring they have the resources and guidance necessary to excel in their roles. This improvement has fostered a more collaborative and positive working environment, which directly benefits our students' learning experiences.

Another area where we have seen substantial progress is in the management of student behavior. We have implemented more effective consequences for misbehavior, which has contributed to a more disciplined and respectful school culture. This improvement not only supports a conducive learning environment but also reinforces the importance of accountability among our students.

Additionally, we have made notable advancements in managing hallway traffic, which is crucial for maintaining a safe and orderly school environment. By addressing this aspect, we have been able to ensure that students can move between classes efficiently and safely, minimizing disruptions and enhancing the overall school experience.

Towards the end of the year, we initiated a program to celebrate both academic achievements and positive behavior among students. This initiative aims to increase student ownership and motivation by recognizing their efforts and accomplishments. By highlighting and rewarding these positive behaviors, we are fostering a culture of excellence and encouraging students to take pride in their contributions to the school community.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** George Bush High School is currently facing a challenge in fostering a culture of accountability and pride among all stakeholders, including students, faculty, staff, and parents. There is a noticeable lack of commitment to uphold and promote these values, which is essential for creating a positive and productive educational environment.

**Root Cause:** Lack of a long-term, campus-wide framework that continuously reinforces intrinsic motivation and loss of consistency in culture.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback



- Teacher/Student Ratio
- State certified and high quality staff data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** By May 2026, 43% of all students, in grades 9th - 12th will grow at least one and a half years in reading as indicated by NWEA Map Growth Measures.

## High Priority

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA).

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                |     |     |           |
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| <b>Strategy 1:</b> Develop designated scheduling sections to strategically group students, enabling targeted academic interventions and tailored support.<br><b>Strategy's Expected Result/Impact:</b> Teachers can more effectively plan and deliver support when students are grouped by similar needs or skill levels.<br><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Heads, Dean of Instruction<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                                                                                                                                              | Formative                                                                                              |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                |     |     |           |
| <b>Strategy 2:</b> Implement a structured collaborative community protocol focused on the four critical questions of learning. Administrators will utilize JotForm to collect and share feedback with team leaders to inform, refine and adjust instructional practices.<br><b>Strategy's Expected Result/Impact:</b> Teachers collaboratively address the four critical questions of learning (What do we want students to learn? How will we know they've learned it? What will we do if they haven't? What will we do if they already know it?), leading to more focused, rigorous and aligned instruction.<br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative                                                                                              |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                  |     |     |           |
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| <p><b>Strategy 3:</b> Established a weekly classroom observation schedule where campus administrators visit five classrooms per week. Immediate, actionable feedback is provided to teachers via JotForm, with a focus on improving teacher clarity, rigor of instruction and increase student engagement and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers receive targeted feedback focused on improving clarity of instruction, leading to more effective communication of learning objectives and expectations which yields to higher student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>                                                                                  | Formative                                                                                                |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                  |     |     |           |
| <p><b>Strategy 4:</b> Frequent progress monitoring by using interim assessments, district and campus common assessments to monitor growth and adjust instruction. Leverage NWEA MAP interim data to identify trends and target support.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can modify instruction in response to assessment results, ensuring that teaching is responsive to student needs. Empowers educators and leaders to make informed instructional decisions that are grounded in student performance data and pinpoint individual student needs to ensure all students are demonstrating growth.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Heads, and Dean on Instruction</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative                                                                                                |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                  |     |     |           |
| <p><b>Strategy 5:</b> Increase professional development (campus wide and with in collaborative communities) for teachers focused on planning and implementing SIOP strategies, the use of sentence stems, delivery of instructions through small groups via differentiated instruction - connected to real world and cultural relevance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement for special education, Emergent Bilingual, and caucasian students as measured on NWEA and district DLA performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, dean of instruction.</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>                                                                                                   | Formative                                                                                                |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By May 2026, 46 % of all students, in grades 9th - 12th will grow at least one and a half years in math as indicated by NWEA Map Growth Measures.

**High Priority**

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                               |     |     |           |
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| <b>Strategy 1:</b> Develop designated scheduling sections to strategically group students, enabling targeted academic interventions and tailored support.<br><b>Strategy's Expected Result/Impact:</b> Teachers can more effectively plan and deliver support when students are grouped by similar needs or skill levels.<br><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Heads, Dean of Instruction<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                                                                                                                                        | Formative                                                                                             |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                               |     |     |           |
| <b>Strategy 2:</b> Implemented a structured collaborative community protocol focused on the four critical questions of learning. Adminstrators will utilize JotForm to collect and share feedback with team leaders to inform and enhance instructional practices.<br><b>Strategy's Expected Result/Impact:</b> Teachers collaboratively address the four critical questions of learning (What do we want students to learn? How will we know they've learned it? What will we do if they haven't? What will we do if they already know it?), leading to more focused, rigorous and aligned instruction.<br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative                                                                                             |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Reviews                                                                                                  |     |     |           |
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| <b>Strategy 3:</b> Established a weekly classroom observation schedule where campus administrators visit five classrooms per week. Immediate, actionable feedback is provided to teachers via JotForm, with a focus on improving teacher clarity and instructional effectiveness.<br><br><b>Strategy's Expected Result/Impact:</b> Teachers receive targeted feedback focused on improving clarity of instruction, leading to more effective communication of learning objectives and expectations which yields to higher student growth.<br><br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                        |  | Formative                                                                                                |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Reviews                                                                                                  |     |     |           |
| <b>Strategy 4:</b> Frequent progress monitoring by using interim assessments, district and campus common assessments to monitor growth and adjust instruction. Leverage NWEA MAP interim data to identify trends and target support.<br><br><b>Strategy's Expected Result/Impact:</b> Teachers can modify instruction in response to assessment results, ensuring that teaching is responsive to student needs. Empowers educators and leaders to make informed instructional decisions that are grounded in student performance data and pinpoint individual student needs to ensure all students are demonstrating growth.<br><br><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Heads, and Dean on Instruction<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction |  | Formative                                                                                                |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                          |     |     |           |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 25%.

**High Priority**

**Evaluation Data Sources:** CCMR tracker

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews                                                                                               |     |     |           |
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| <b>Strategy 1:</b> Identify and solicit more students, including GT students to enroll in, test, and complete college level courses. Students will be supported through AP collaborative identification and enrollment in college board prep practice sessions, and supplemental resources.<br><br><b>Strategy's Expected Result/Impact:</b> Increase in students taking and being successful in on AP assessments and increase students earning CCMR point.<br><b>Staff Responsible for Monitoring:</b> Counselors, CCR advisor, Dean of Instruction<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative                                                                                             |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews                                                                                               |     |     |           |
| <b>Strategy 2:</b> Provide students more opportunities to engage in test prep sessions and classes to prepare for TSIA-2 success.<br><b>Strategy's Expected Result/Impact:</b> Increase the number of students taking and passing the TSIA-2 test for Math and Reading.<br><b>Staff Responsible for Monitoring:</b> CCR Advisor, Dean of Instruction<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                                                                      | Formative                                                                                             |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews                                                                                              |     |     |           |
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| <b>Strategy 3:</b> Collaborative opportunities to inform, train and monitor staff on the impact of TSIA.<br><b>Strategy's Expected Result/Impact:</b> Increased percentage of student achieving success on TSIA.<br><b>Staff Responsible for Monitoring:</b> Counselors, CCMR advisor, Dean of Instruction<br><br><b>TEA Priorities:</b><br>Connect high school to career and college                                                        | Formative                                                                                            |     |     | Summative |
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| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> |                                                                                                      |     |     |           |



**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, we will increase overall staff satisfaction by 6% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

**High Priority**  
**Evaluation Data Sources:** Stakeholder Participation Rates, Survey Results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                     |     |     |           |
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| <b>Strategy 1:</b> Implement initiatives that will recognize and reward students.<br><b>Strategy's Expected Result/Impact:</b> Increased staff morale which improves academic achievement and improves teacher retention.<br><b>Staff Responsible for Monitoring:</b> Administrators, Guiding Coalition, Dean of Instruction, Counselors.<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative                                   |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                        |                                             |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026, we will increase overall secondary student engagement by 4% through a campus focus on the principles of the PAC as measured by semi-annual campus surveys and district's Culture-Climate and Student Engagement Survey.

**High Priority**

**Evaluation Data Sources:** Stakeholder Participation Rates, Survey Results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                                                  |     |     |           |
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| <b>Strategy 1:</b> Increase student participation in clubs, organization and mentoring programs.<br><b>Strategy's Expected Result/Impact:</b> Increase student engagement, increase academic performance, decrease disruptions and increase attendance.<br><b>Staff Responsible for Monitoring:</b> Administrators, Dean, Counselors, Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative                                                                                                |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                                                  |     |     |           |
| <b>Strategy 2:</b> Increase monitoring of student behaviors and increased collaboration with Student Attendance Specialist to decrease student dropout.<br><b>Strategy's Expected Result/Impact:</b> Increase retention of high-risk students.<br><b>Staff Responsible for Monitoring:</b> Attendance Specialists, PEIMS Specialists, Administrators, counselors.<br><br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture                                       | Formative                                                                                                |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>             |                                                                                                          |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 3:** By May 2026, we will increase parent satisfaction with by 3% through a campus focus on the principles of the PAC as measured by semi-annual campus surveys and district's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** Stakeholder Participation Rates, Survey Results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                              |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement effective communication systems (channels) and offer flexible volunteer options<br><b>Strategy's Expected Result/Impact:</b> Increase parental involvement, decrease disruptions and improve academic performance.<br><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Dean, Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative                                                                                            |     |     | Summative |
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**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 4:** By June 2026, GBHS will increase and refine the implementation of school-wide MTSS supports to foster a safe and orderly learning environment accessible to all students, as evidenced by a reduction in disruptive incidences by 5%.

**High Priority**  
**Evaluation Data Sources:** Monthly discipline and student attendance data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews                                 |     |     |           |
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| <b>Strategy 1:</b> Provide tailored staff training on appropriate MTSS systems that support student engagement, well-being and academic achievement.<br><b>Strategy's Expected Result/Impact:</b> Improved academic performance, less disruptive behaviors, decreased absences.<br><b>Staff Responsible for Monitoring:</b> Administrators, Dean, Staff, Counselors.<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative                               |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                 |  |                                         |     |     |           |

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs.

**Evaluation Data Sources:** Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Monthly check ins with Executive assistant and bookkeeper to ensure GBHS is staying within budget constraints.<br><b>Strategy's Expected Result/Impact:</b> Not going over budget while maximizing resources and improve student outcomes.<br><b>Staff Responsible for Monitoring:</b> Principal, Executive assistant, book keeper, and department chairs.<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                |           |     |     |           |