

Gregory-Portland Independent School District
Gregory-Portland High School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

- What is the breakdown of students by grade, ethnicity, and gender?

Total Pop	9th- ?????	10th- 430	11th- 417	12th- 347
Male/Female	773- male, 727- female			
White	33.6%			
Hispanic	60.87%			
Black	0.8%			
Asian	2.67%			

- What is the breakdown of students by at-risk **indicator**?

Total pop- 828 (55.2%)

Indicator														
# or students														

- How many students are considered economically disadvantaged?

Total pop- 700 (46.67%)

- What is the breakdown of students by special education instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?

SPED	504	504- Dyslexia	EB	P-Tech	GT	SCE	Migrant	WLC
183 (12.2%)	174 (11.6%)	139 (9.27%)	67 (4.47%)	47 (3.13%)	124 (8.27%)		2 (0.13%)	

- Has there been any changes in the district/community that impacted demographics?

Steady increase in the SPED population

A sharp increase in EB and Eco.Dis

- How do teacher-student ratios impact instruction?

Average class sizes are at about 25-30 for required courses, excluding advanced.

Average advanced courses (AP, pre-AP, Dual Credit) are 15-20.

Two mitigating factors in course selection/master schedule:

- Limited class sizes in Del Mar courses (capped at 10- phlebotomy, med term, etc)

- Sharing teaching positions with the middle school

Student Learning

Student Learning Summary

- How are our students performing on state assessments?
- Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.
- How are our students performing on local metrics for learning?
- Which students are making progress and which students are not?
- How are at-risk students performing compared to students who are not at-risk?
- How are students in special instructional programs performing?
- Does student behavior impact student achievement?
- How are our instructional programs aligned from EC-12 and beyond?

School Processes & Programs

School Processes & Programs Summary

- How is professional development planned to support student achievement?

RtI is being structured using a software program that enables teachers to pull different groups of kids each day of the week.

Tier 1 and Tier 2 instruction is being refined through the use of Fundamental Five training, Solution Tree PLC training to help with data disaggregation, and Solution Tree RtI processes for interventions

- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

This is a need to focus. Many classrooms are teaching to a depth and complexity that challenge students at their level, but many are still teaching the same way for all students.

- What is our instructional technology plan?

We are a one-to-one campus with Chromebooks. Students all have a Clever account to house the various online resources that teachers and staff work through.

- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.?)

The master schedule is being developed in layers. First, we are starting with classes for multiple SPED interventions that include different levels of specialized classes and inclusive classes with a co-teach model. Next, core classes and graduation-requirement courses are positioned and numbered according to student number. Planning times for content teams are scheduled strategically to facilitate communication and collaboration in PLC times. An advisory master schedule is being created to organize the flexible advisory times that are based on ever-fluctuating student needs, including club and extracurricular times.

Perceptions

Perceptions Summary

- How do students, staff and parents describe our culture and climate?
- Do students, staff and parents feel safe on campus and within the district?
- Do we continue to retain high quality and effective teachers?
- How do parents and families engage in the education of their child?
- Do we provide an effective educational experience?

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data





Priorities

Priority 1: Exceptional Student Performance

Goal 1: 1.1 Annually increase performance in READING for all students and all student groups.

High Priority

Evaluation Data Sources: MTSS Data (Built in data meetings), Credit acquisition scores, EOC scores, and TSIA2 scores





Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Incorporate additional curriculum supports including, but not limited to Lowman Education, NMSI AP lesson resources, and Reading by Design with support to include weekly curriculum planning and internalization through professional learning communities (PLCs). Staff Responsible for Monitoring: Dean of Instruction and Principal	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: Exceptional Student Performance

Goal 2: 1.2 Annually increase performance in MATH for all students and all student groups.

High Priority

Evaluation Data Sources: MTSS Data (Built in data meetings), Credit acquisition scores, EOC scores, and TSIA2 scores

Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: Incorporate additional curriculum supports including, but not limited to Lowman Education, NMSI AP lesson resources, and continued support to include weekly curriculum planning and internalization through professional learning communities (PLCs).</p> <p>Staff Responsible for Monitoring: Dean of Instruction and Principal</p>	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 1: Exceptional Student Performance

Goal 3: 1.3 Annually increase performance in COLLEGE, CAREER and MILITARY READINESS (CCMR) for all students and all student groups.

High Priority

HB3 Priority

Evaluation Data Sources: TAPR CCMR percentages, number of industry-based certifications earned, CTE Enrollment, TSI, SAT, ACT scores.





Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: * Career and Technical Education: The campus will continue to enhance the CTE program, certifications offered and real-world experience connections. Create a partnership with TAMUCC to offer a wider range of dual credit courses.</p> <p>Strategy's Expected Result/Impact: More dual credit courses earned.</p> <p>Staff Responsible for Monitoring: CCMR Director and Principal</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
<p>Key Strategic Action 2: * College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness.</p> <p>Staff Responsible for Monitoring: CCMR Director, CCMR Counselor, and Principal</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
<p>Key Strategic Action 3: * Higher Education Requirements: The campus will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p>Staff Responsible for Monitoring: CCMR Director, CCMR Counselor, and Principal</p>	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: Exceptional Student Performance

Goal 4: 1.4 Annually increase student engagement for all students and all student groups.





Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: * Instruction: The campus will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. Focused support will be provided for the implementation of the new science TEKS.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
<p>Key Strategic Action 2: * Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year. Strategy's Expected Result/Impact: The campus attendance rate, graduation rate Staff Responsible for Monitoring: At-Risk Coordinator, Principal</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
<p>Key Strategic Action 3: * Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading while utilizing data to guide instruction. Develop and implement an aligned district assessment calendar to monitor the academic progress of all students and student groups for grades PreK-12. As part of this action, campus instructional leaders will develop a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 4 Details	Reviews			
<p>Key Strategic Action 4: * Multi-Tiered System of Support: Strengthen Tier I instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model. Strategy's Expected Result/Impact: Increased EOC scores Staff Responsible for Monitoring: Academic Dean, teachers, C & I department Results Driven Accountability</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 5 Details	Reviews			
<p>Key Strategic Action 5: * Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs. Strategy's Expected Result/Impact: December EOC scores. Spring EOC scores for incoming Freshman. Staff Responsible for Monitoring: Academic Dean. Teachers</p>	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 6 Details	Reviews			
<p>Key Strategic Action 6: * Emergent Bilingual Support: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.</p> <p>Strategy's Expected Result/Impact: TELPAS and EOC scores.</p> <p>Staff Responsible for Monitoring: LPAC coordinator.</p> <p>Results Driven Accountability</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 7 Details	Reviews			
<p>Key Strategic Action 7: * Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow the district's established procedures for child find, referrals and evaluations.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 8 Details	Reviews			
<p>Key Strategic Action 8: * Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 9 Details	Reviews			
<p>Key Strategic Action 9: * 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will follow the district's established procedures for child find, referrals and evaluations.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 10 Details	Reviews			
<p>Key Strategic Action 10: * Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to the district established guidelines for GT nominations, screening, selection and placement.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 11 Details	Reviews			
<p>Key Strategic Action 11: * Homelessness and Foster Care: The campus will work with the district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.</p>	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 12 Details	Reviews			
Key Strategic Action 12: * Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: Exceptional Student Performance

Goal 5: 1.5 - Annually increase the percentage of students who feel safe at school.


Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Early Intervention: The campus will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles.	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Priority 2: High Performing and Engaged Workforce

Goal 1: 2.1 Annually increase the percentage of staff satisfaction.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Implement employee of the month recognitions using staff input.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Incorporate Teacher Spotlight on Learning in weekly staff newsletters.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Implement new excessive tardy response system using Securly Pass Staff Responsible for Monitoring: assistant principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Form the following three committees on campus to gain input from staff and help with implementation: Sunshine Committee-faculty, staff, and admin to create ways for staff to feel appreciated, engaged with others, and heard. PBIS Committee- faculty, staff, and admin discuss and create ways to reward positive behaviors and which behaviors need different targeted approaches. Attendance Committee- faculty, staff, and admin discuss trends and problems they see in attendance regularly. Committee will also be responsible for positive supports ideas and help with implementation. Staff Responsible for Monitoring: AP in charge of each committee: Sunshine- Brittany Brown PBIS- Darius Robertson Attendance- Chandler Davis TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Priority 2: High Performing and Engaged Workforce

Goal 2: 2.2 Annually increase the retention rate of highly effective faculty and staff.

Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: Increase the number of Wildcat Walks to build admin presence in classrooms and a culture of regular constructive feedback and communication.</p> <p>Staff Responsible for Monitoring: principal, dean, and assistant principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
<p>Key Strategic Action 2: Implement regular instructional rounds with teachers on home campus and other district campuses.</p> <p>Staff Responsible for Monitoring: dean of instruction</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Priority 3: Quality Service and Impactful Community Engagement

Goal 1: 3.1 Annually increase the percentage of student satisfaction.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Successful Transitions: The campus will provide academic counseling support services to elementary students transitioning to the secondary campus and seniors transitioning to post-secondary setting.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Develop opportunities for engagement and use Skyward to track student engagement in co-curricular and extra-curricular clubs, sports, and school-sponsored activities to establish a baseline for goal-setting.	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 3: Quality Service and Impactful Community Engagement

Goal 2: 3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 3: Quality Service and Impactful Community Engagement

Goal 3: 3.3 Annually increase the percentage of community satisfaction and engagement.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Public Meeting: The campus holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 4: Efficient and Effective District and Campus Operations

Goal 1: 4.1 Annually improve operational processes.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Admin responsibilities (work order submissions, instructional resource needs, campus SPED processes, etc.) will be assigned to specific admin and process needs will be shared in weekly admin meetings. Decisions from these meetings will be shared out in both the monthly staff meeting and the monthly office staff meeting.	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 4: Efficient and Effective District and Campus Operations

Goal 2: 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Campus allotment for functions 11 and 13 will be pooled to streamline campus purchasing needs for like uses.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: A process with timeline will be shared with all budget overseers at the beginning of the year to ensure timely submission of requests and allows for examination of details by approvers. Staff Responsible for Monitoring: campus principal and campus secretary	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Priority 4: Efficient and Effective District and Campus Operations

Goal 3: 4.3 Ensure strategic alignment of resources.

Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: Teachers will discuss and implement the supplementary and primary use of vetted high quality instructional materials, including but not limited newly adopted science textbooks, Lowman Resources, Sirius Resources, and other digital resources for STAAR 2.0 such as Quizizz.</p> <p>Strategy's Expected Result/Impact: Content PLCs will discuss the most appropriate use of each instructional resource for upcoming units of study and reflect on the results of each use.</p>	Formative			Summative
	Jan	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Efficient and Effective District and Campus Operations

Goal 4: 4.4 Annually improve safety and security.

Key Strategic Action 1 Details	Reviews			
<p>Key Strategic Action 1: Increase the communication between safety staff and safety admin with at least one check-in meeting per month to review procedures and adjustments. Strategy's Expected Result/Impact: Review of entry layout, possible Garrett placements, student behaviors, etc. Staff Responsible for Monitoring: assistant principal in charge of security</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
<p>Key Strategic Action 2: Increase the visibility or security staff and assistant principals in common trouble spots such as restrooms, student parking, and outer buildings.</p>	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
<p>Key Strategic Action 3: Use the principal advisory committee (students) to gather feedback on trends of concern for students. Strategy's Expected Result/Impact: Heightened admin awareness of how to deploy security and admin staff. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Gregory-Portland High School

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Dr. Sharrah Pharr	2/4/2024
Child Abuse and Neglect			Dr. Sharrah Pharr	2/4/2024
Coordinated Health Program			Dr. Sharrah Pharr	2/4/2024
Decision-Making and Planning Policy Evaluation			Dr. Sharrah Pharr	2/4/2024
Disciplinary Alternative Education Program (DAEP)			Dr. Sharrah Pharr	2/4/2024
Dropout Prevention			Dr. Sharrah Pharr	2/4/2024
Dyslexia Treatment Program			Dr. Sharrah Pharr	2/4/2024
Pregnancy Related Services			Dr. Sharrah Pharr	2/4/2024
Post-Secondary Preparedness			Dr. Sharrah Pharr	2/4/2024
Recruiting Teachers and Paraprofessionals			Dr. Sharrah Pharr	2/4/2024
Student Welfare: Crisis Intervention Programs and Training			Dr. Sharrah Pharr	2/4/2024
Student Welfare: Discipline/Conflict/Violence Management			Dr. Sharrah Pharr	2/4/2024
Technology Integration			Dr. Sharrah Pharr	2/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel			Dr. Sharrah Pharr	2/4/2024

Addendums

BELIEFS



MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

In G-PISD, WE BELIEVE our

Students

are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

build inclusive relationships and maximize student success with integrity, compassion, and talent.

Principals and Campus Leadership

are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

g-pisd.org

 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire.
EMPOWER!

2021-2025



Balanced Scorecard (BSC)

MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

PRIORITY 1

Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

PRIORITY 2

High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

PRIORITY 3

Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security

g-pisd.org

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Educate.
Inspire.
EMPOWER!

Gregory Portland ISD

Policies, Procedures and Requirements for the District Improvement Plan

1. Bullying Prevention – [FFI](#)
Person Responsible:
Review Date:
2. Child Abuse and Neglect – [FFG](#)
Person Responsible:
Review Date:
3. Coordinated Health Program – [EHAA](#)
Person Responsible:
Review Date:
4. Decision-Making and Planning Evaluation – [BQ](#), [BQB](#), [BQA](#)
Person Responsible:
Review Date:
5. Disciplinary Alternative Education Program (DAEP) – [FOCA](#), [FOC](#), [FO](#), [FOE](#), [BQ](#), [FFB](#), [FOA](#), [FODA](#),
[GRAA](#), [FNCC](#), [FOF](#), [FEA](#), [AIB](#), [EHBC](#)
Person Responsible:
Review Date:
6. Dropout Prevention – [FFB](#), [EHBC](#)
Person Responsible:
Review Date:
7. Dyslexia Treatment Program – [BQ](#), [EHB](#), [EHBC](#)
Person Responsible:
Review Date:
8. Title I, Part C Migrant – **Priority for Services Plan**, [EHBAA](#)
Person Responsible:
Review Date:
9. Pregnancy Related Services - [FNE](#)
Person Responsible:
Review Date:

10. Post-Secondary Preparedness – [EEL](#), [EHBF](#), [EHDD](#), [FFEA](#), [FEA](#), [EHAD](#), [FFC](#)
Person Responsible:
Review Date:
11. Recruiting Teachers and Paraprofessionals – [FFBA](#), [DMA](#), [EA](#), [DEA](#), [DC](#), [AE](#)
Person Responsible:
Review Date
12. Student Welfare: Crisis Intervention Programs and Training – [FFBA](#), [FFB](#), [CKE](#)
Person Responsible:
Review Date:
13. Student Welfare: Discipline/Conflict/Violence Management – [FFEB](#), [FFB](#), [DMA](#), [EHAA](#), [BQ](#), [FFEA](#),
[CKC](#), [EHBCA](#), [FOCA](#), [AIB](#), [FFH](#), [FFI](#)
Person Responsible:
Review Date:
14. **Texas Behavior Support Initiative (TBSI)** –
Person Responsible:
Review Date:
15. Technology Integration – **eRate Plan**, [BQ](#), [DMA](#), [EHAB](#), [EHBC](#), [EHAA](#), [EHAC](#), [CKC](#), [EHBD](#)
Person Responsible:
Review Date:
16. Job Description for Peace Officers, Resource Officers & Security Personnel – [CKE](#)
Person Responsible:
Review Date: