

Gregory-Portland Independent School District

District Improvement Plan

2024-2025



Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	5
Student Learning	13
District Processes & Programs	18
Perceptions	19
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	21
Priorities	23
Priority 1: Exceptional Student Performance	23
Priority 2: High Performing and Engaged Workforce	37
Priority 3: Quality Service and Impactful Community Engagement	40
Priority 4: Efficient and Effective District and Campus Operations	44
State Compensatory	49
Budget for District Improvement Plan	49
District Shared Decision Making Committee	50
District Funding Summary	53
Policies, Procedures, and Requirements	58
Addendums	59

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment overview section is for use by district level stakeholders to provide a summary of needs and current works in process.

Business - Finance Division -

Construction -

Communication -

Curriculum and Instruction -

Food Services -

Human Resources -

Library -

Maintenance -

Safety and Security -

School Leadership and Accountability -

Special Education -

State and Federal Programs -

Superintendent -

Technology -

Testing and Assessment -

Transportation -

Career and Technology -

- * Elementary Campuses - A need for more exposure to CTE pathways; more parent engagement in CTE events; provide more opportunities for hands-on experiences in CTE pathways
- * Middle School - Annual CTE fair; increased collaboration between MS and HS industry visits, IHE visits; be more intentional when informing 8th grade parents and students
- * High School - be more intentional in giving teachers more information on CTE pathways, CCMR, and opportunities for ALL students

Demographics

Demographics Summary

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

School Population	Count	Percent
Student Total	5,025	100%
Early Education Grade	22	0.44%
Pre-Kindergarten Grade	181	3.60%
Kindergarten Grade	327	6.51%
1st Grade	362	7.20%
2nd Grade	360	7.16%
3rd Grade	381	7.58%
4th Grade	372	7.40%
5th Grade	361	7.18%
6th Grade	400	7.96%
7th Grade	389	7.74%
8th Grade	359	7.14%
9th Grade	375	7.46%
10th Grade	406	8.08%
11th Grade	408	8.12%
12th Grade	322	6.41%

Student Demographics	Count	Percent
Gender		
Female	2,415	48.06%
Male	2,610	51.94%
Ethnicity		
Hispanic-Latino	3,086	61.41%
Race		
American Indian - Alaskan Native	11	0.22%
Asian	131	2.61%
Black - African American	54	1.07%
Native Hawaiian - Pacific Islander	11	0.22%
White	1,626	32.36%
Two-or-More	106	2.11%

	2024 State	2024 (Class of 2023)	2023 (Class of 2022)	2022 (Class of 2021)	2021 (Class of 2020)	Change
Total Graduates	376,638	334	291	299	325	
Total Credit for CCMR Criteria	286,874	215	180	161	190	
Component Score	76%	64%	62%	54%	58%	6%

Program Enrollment	
Dual Credit	Advanced Placement
215	483

- What is the breakdown of students by at-risk indicator?
- How many students are considered economically disadvantaged?
- What is the breakdown of students by special instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?

Student Indicators	Count	Percent
At-Risk	2,173	43.24%
Foster Care	6	0.12%
IEP Continuer	4	0.08%
Immigrant	101	2.01%
Intervention Indicator	160	3.18%
Migrant	0	0.00%
Military Connected	289	5.75%
Transfer In Students	159	3.1642%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	2,424	48.24%
Free Meals	1,698	33.79%
Reduced-Price Meals	40	0.80%
Other Economic Disadvantage	686	13.65%
Homeless and Unaccompanied Youth		
Homeless Status Total	21	0.42%
Shelter	0	0.00%

Doubled Up	19	0.38%
Unsheltered	0	0.00%
Hotel/Motel	2	0.04%
Not Unaccompanied Youth	14	0.28%
Is Unaccompanied Youth	7	0.14%

Special Education Services

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	1	0.12%
Other health impairment	102	11.85%
Auditory impairment	8	0.93%
Visual impairment	9	1.05%
Deaf-Blind	2	0.23%
Intellectual disability	60	6.97%
Emotional disturbance	55	6.39%
Learning disability	331	38.44%
Speech impairment	160	18.58%
Autism	109	12.66%
Developmental delay	0	0.00%
Traumatic brain injury	2	0.23%
Noncategorical early childhood	22	2.56%

Instructional Settings

Speech Therapy	155	18.00%
Homebound	1	0.12%
Hospital Class	0	0.00%
Mainstream	183	21.25%
Resource Room	383	44.48%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	119	13.82%
Full-Time Early Childhood	19	2.21%
Nonpublic Day School	0	0.00%

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

With the projected growth in industry and availability of housing in the coming years, we can expect to see an increase in enrollment. District percentage of Emergent Bilingual students (EB) has increased from 5% % in 2021-22 to 8.62% on 2024-25.

- How do teacher-student ratios impact instruction?

Teacher-student ratios trend towards 22 to 1 in grades K-\$ and 25 to 1 in grades 5-12. Classes are adequately staffed for student success.

Staff Information (2021 - 2022 Fall PEIMS file loaded 10/20/2022)			Count	Percent
Administrative Support			96	12.70%
Teacher			347	45.90%
Educational Aide			93	12.30%
Auxiliary			220	29.10%

Demographics Strengths

Our district has a total enrollment of 5,025. Our largest populations are Hispanic, White, and Economically Disadvantaged. STAAR/EOC scores are steadily increasing each year, demonstrating student growth. The district outperforms Region 2 and the State in most measures.

	School Year	State	Region 02	District
STAAR I				
Grade 3 Reading				
At Approaches Grade Level or Above	2024	74%	74%	82%
	2023	76%	76%	83%
At Meets Grade Level or Above	2024	48%	47%	56%
	2023	50%	48%	57%
At Masters Grade Level	2024	21%	16%	21%
	2023	20%	17%	25%
Grade 3 Mathematics				
At Approaches Grade Level or Above	2024	70%	68%	79%
	2023	73%	72%	81%
At Meets Grade Level or Above	2024	42%	38%	49%
	2023	45%	43%	60%
At Masters Grade Level	2024	15%	13%	19%
	2023	19%	16%	27%
Grade 4 Reading				
At Approaches Grade Level or Above	2024	81%	80%	89%
	2023	77%	79%	83%
At Meets Grade Level or Above	2024	51%	49%	56%

At Meets Grade Level or Above	2024	51%	48%	50%
	2023	48%	46%	52%
At Masters Grade Level	2024	23%	20%	28%
	2023	22%	20%	24%
Grade 4 Mathematics				
At Approaches Grade Level or Above	2024	69%	69%	78%
	2023	71%	73%	78%
At Meets Grade Level or Above	2024	46%	46%	56%
	2023	48%	48%	54%
At Masters Grade Level	2024	21%	19%	28%
	2023	22%	20%	26%
Grade 5 Reading				
At Approaches Grade Level or Above	2024	79%	78%	83%
	2023	81%	81%	88%
At Meets Grade Level or Above	2024	55%	52%	58%
	2023	57%	56%	68%
At Masters Grade Level	2024	29%	25%	27%
	2023	28%	25%	30%
Grade 5 Mathematics				
At Approaches Grade Level or Above	2024	77%	76%	81%
	2023	80%	80%	88%
At Meets Grade Level or Above	2024	50%	47%	53%
	2023	51%	49%	62%
At Masters Grade Level	2024	19%	16%	21%
	2023	21%	18%	29%
Grade 5 Science				
At Approaches Grade Level or Above	2024	58%	55%	67%
	2023	65%	64%	77%
At Meets Grade Level or Above	2024	28%	24%	33%
	2023	36%	33%	46%
At Masters Grade Level	2024	11%	8%	12%
	2023	16%	12%	20%
Grade 6 Reading				
At Approaches Grade Level or Above	2024	77%	77%	87%
	2023	77%	76%	87%
At Meets Grade Level or Above	2024	57%	56%	66%
	2023	52%	48%	61%
At Masters Grade Level	2024	26%	22%	29%

	School Year	State	Region 02	District	A
	2023	22%	17%	26%	
Grade 6 Mathematics					
At Approaches Grade Level or Above	2024	72%	65%	81%	
	2023	75%	70%	81%	
At Meets Grade Level or Above	2024	66%	60%	70%	
	2023	68%	63%	70%	
At Masters Grade Level	2024	22%	17%	26%	
	2023	25%	20%	26%	

At Meets Grade Level or Above	2024	39%	30%	56%
	2023	40%	30%	51%
At Masters Grade Level	2024	14%	8%	28%
	2023	16%	9%	26%
Grade 7 Reading				
At Approaches Grade Level or Above	2024	74%	73%	74%
	2023	78%	77%	84%
At Meets Grade Level or Above	2024	54%	51%	53%
	2023	55%	52%	57%
At Masters Grade Level	2024	29%	23%	25%
	2023	27%	24%	29%
Grade 7 Mathematics				
At Approaches Grade Level or Above	2024	56%	53%	69%
	2023	63%	57%	74%
At Meets Grade Level or Above	2024	34%	32%	52%
	2023	37%	33%	55%
At Masters Grade Level	2024	11%	11%	22%
	2023	11%	9%	24%
Grade 8 Reading				
At Approaches Grade Level or Above	2024	81%	80%	84%
	2023	83%	83%	85%
At Meets Grade Level or Above	2024	56%	55%	59%
	2023	58%	58%	63%
At Masters Grade Level	2024	29%	25%	29%
	2023	28%	27%	31%
Grade 8 Mathematics				
At Approaches Grade Level or Above	2024	72%	70%	78%
	2023	76%	73%	77%
At Meets Grade Level or Above	2024	43%	40%	45%
	2023	46%	43%	45%
At Masters Grade Level	2024	16%	13%	13%
	2023	17%	16%	12%
Grade 8 Science				
At Approaches Grade Level or Above	2024	70%	65%	77%
	2023	74%	68%	83%
At Meets Grade Level or Above	2024	44%	38%	54%
	2023	47%	39%	58%
At Masters Grade Level	2024	17%	12%	22%
	2023	17%	12%	22%
Grade 8 Social Studies				
At Approaches Grade Level or Above	2024	60%	56%	72%
	2023	62%	59%	70%
At Meets Grade Level or Above	2024	33%	29%	35%
	2023	33%	28%	39%
At Masters Grade Level	2024	17%	14%	20%
	2023	16%	13%	18%
End of Course English I				

At Approaches Grade Level or Above	2024	70%	71%	76%
	2023	72%	71%	76%
At Meets Grade Level or Above	2024	52%	52%	61%
	2023	52%	49%	57%
At Masters Grade Level	2024	16%	14%	20%
	2023	13%	11%	14%
End of Course English II				
At Approaches Grade Level or Above	2024	75%	75%	80%
	2023	74%	72%	74%
At Meets Grade Level or Above	2024	58%	57%	65%

	School Year	State	Region 02	District
	2023	54%	50%	55%
At Masters Grade Level	2024	9%	7%	8%
	2023	9%	7%	7%
End of Course Algebra I				
At Approaches Grade Level or Above	2024	81%	79%	76%
	2023	79%	75%	79%
At Meets Grade Level or Above	2024	43%	37%	36%
	2023	43%	36%	38%
At Masters Grade Level	2024	24%	18%	15%
	2023	23%	17%	19%
End of Course Biology				
At Approaches Grade Level or Above	2024	91%	90%	91%
	2023	88%	87%	87%
At Meets Grade Level or Above	2024	56%	51%	61%
	2023	56%	50%	54%
At Masters Grade Level	2024	19%	14%	21%
	2023	21%	15%	21%
End of Course U.S. History				
At Approaches Grade Level or Above	2024	96%	95%	96%
	2023	94%	93%	96%
At Meets Grade Level or Above	2024	69%	65%	76%
	2023	70%	66%	75%
At Masters Grade Level	2024	37%	30%	36%
	2023	38%	33%	39%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lower attendance rates have led to a decrease in instruction. **Root Cause:** The pandemic led to attendance and instructional irregularities.

Problem Statement 2: As a product of lower attendance rates and in-person instruction, graduation rates continue to be a focus area so that they are not negatively impacted due to these challenges. **Root Cause:** Lower attendance rates may negatively impact our graduation rate.

Problem Statement 3: RDA designation 3 for Bilingual students at the HS centered on English I/II EOC, Biology EOC, Algebra I EOC, and dropouts. **Root Cause:** Increasing bilingual enrollment highlighting a lack of systems at the secondary level for supporting bilingual students--SIOP, sheltered instruction, ESL certifications, newcomer center, etc.

Problem Statement 4: Inclusive practices are continuing to be analyzed. **Root Cause:** Changing demographics and community.

Student Learning

Student Learning Summary

- How are our students performing on state assessments?

STAAR/EOC scores are steadily increasing each year, demonstrating student growth. The district outperforms Region 2 and the State in most measures.

2023 Reading STAAR and English I/II EOC Compared to the State and Region 2 at Approaches

Grade/Subject	District	State	Difference	Region 2
3 rd Reading	80	77	3	74
3 rd Reading Spanish	100	55	45	36
4 th Reading	83	78	5	78
4 th Reading Spanish	72	51	21	33
5 th Reading	88	81	7	81
6 th Reading	87	76	11	73
7 th Reading	83	76	7	76
8 th Reading	84	82	2	83
English I	76	70	6	70
English II	76	74	2	74

2023 Reading STAAR and English I/II EOC

2023 Reading STAAR and English I/II EOC Compared to 2022 at Approaches– SAME TEST

Grade/Subject	2023 *	2022	Difference
3 rd Reading	80	82	-2
4 th Reading	83	84	-1
5 th Reading	88	83	5
6 th Reading	87	76	11
7 th Reading	83	79	4
8 th Reading	84	82	2
English I	76	66	10
English II	76	75	1

2023 Reading STAAR and English I/II EOC Compared to 2022 at Approaches– SAME COHORT

Grade/Subject	2023	2022	Difference

3rd Reading	80	N/A	N/A
4 th Reading	83	82	1
5 th Reading	88	84	4
6 th Reading	87	83	4
7 th Reading	83	76	7
8 th Reading	84	79	5
English I	76	N/A	N/A
English II	76	66	10

2023 Math STAAR and Algebra I EOC Compared to the State and Region 2 at Approaches

Grade/Subject	District	State	Difference	Region 2
3rd Math	78	73	5	71
3 rd Math Spanish	100	57	43	43
4 th Math	76	70	6	72
4 th Math Spanish	86	47	39	43
5 th Math	88	80	8	79
6 th Math	81	74	7	69

7 th Math	72	61	11	56
8 th Math	76	74	2	72
Algebra I	78	78	0	74

2023 Science/Social Studies STAAR and Biology/US History EOC Compared to the State and Region 2 at Approaches

Grade/Subject	District	State	Difference	Region 2
5 th Science	75	64	11	62
8 th Science	81	72	9	66
Biology	89	89	0	88
8 th Social Studies	67	60	7	58
US History	98	95	3	95

- Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.

N/A at current time. (Elizalde - update in summer.)

- How are our students performing on local metrics for learning? (Elizalde - Update MAP and TELPAS in summer)
- 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?

District Processes & Programs

District Processes & Programs Summary

- How is professional development planned to support student achievement? Professional development is planned, supporting district goals, priorities, and initiatives considering employee feedback to elevate the opportunity identified for professional learning with the response, “I get training I need to be successful.”
- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction? With the adoption of the aligned, written curriculum in math and reading for grades K-8, as well district expectations for content/grade bands outside of these to include collaborative planning, the creation of the YAG (year at a glance), as well as deliver assessment.
- What is our instructional technology plan? Our instructional technology plan is built alongside our professional development plan ensuring that we are providing opportunities for professional learning that includes instructional technology.
- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.? The district provides instructional minutes for foundational levels to be included into master schedules. Campuses build their schedules with the expectation of the inclusion of instructional minutes, PLCs, WIN/small group time. Summer school is collaboratively planned and supported with district and campuses.

District Processes & Programs Strengths

Written aligned curriculum K-8 in ELA and math/Algebra I
Consistent Walkthrough Tool (Wildcat Walks)
Development of written processes, such as MTSS and data guide
Abbreviated version of Camp Learn-a-lot in August for teachers unable to attend summer PD
Strong partnership between C&I and Leadership
Implementation of Curriculum audit recommendations
Development of cyclical, professional learning plan

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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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-PSS 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.





Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Continue implementation of Amplify Reading Curriculum in grades K-8 with greater focus on promoting effective instructional practices. Strategy's Expected Result/Impact: Implementing an aligned, written curriculum will support a key recommendation identified as part of the District's 2022-2023 Curriculum audit. Consistent effective instructional practices across the district will improve student outcomes aligned with district and campus goals. Staff Responsible for Monitoring: Curriculum and Instruction Department Campus Principals Instructional coaches	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Implement an aligned district assessment calendar to monitor the academic progress of all students and student groups in READING for grades PreK-12. As part of this action, district and campus instructional leaders will also implement data-driven discussions with the clearly defined, data-driven instructional guide to utilize formative assessment results to support tiered instruction for all students and student groups. Strategy's Expected Result/Impact: Utilization of a consistent set of data monitoring tools and a uniform data-driven instructional guide will lead to increased teacher ownership of data analysis, productive goal setting, individual and team learning, and ownership of efforts to implement and adjust new ideas, strategies, and practices to meet the needs of all learners. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership and Accountability Curriculum Content Coordinators Campus Administrators	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Develop the Profile of a G-P Educator, a succinct guide identifying effective instructional practices. Strategy's Expected Result/Impact: Developing a district-level guide on effective instructional practices fosters consistency, improves instructional quality, supports professional development, and promotes equity, collaboration, and data-driven decision-making across schools. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership and Accountability Curriculum Content Coordinators	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk etc.) Strategy's Expected Result/Impact: Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Multilingual Coordinator Executive Director of School Leadership and Accountability At-Risk Administrator	Formative			Summative
	Jan	Mar	June	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Priority 1: Exceptional Student Performance

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

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: Continued implementation of Eureka Math Curriculum in grades K-5 and Maneuvering the Middle in grades 6-8 and Algebra I with greater focus on promoting effective instructional practices. Strategy's Expected Result/Impact: Implementing an aligned, written curriculum will support a key recommendation identified as part of the District's 2022-2023 Curriculum audit. Consistent effective instructional practices across the district will improve student outcomes aligned with district and campus goals. Staff Responsible for Monitoring: Curriculum and Instruction Department Instructional coaches Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Implement an aligned district assessment calendar to monitor the academic progress of all students and student groups in MATH for grades PreK-12. As part of this action, district and campus instructional leaders will also implement data-driven discussions with the clearly defined, data-driven instructional guide to utilize formative assessment results to support tiered instruction for all students and student groups. Strategy's Expected Result/Impact: Utilization of a consistent set of data monitoring tools and a uniform data-driven instructional guide will lead to increased teacher ownership of data analysis, productive goal setting, individual and team learning, and ownership of efforts to implement and adjust new ideas, strategies, and practices to meet the needs of all learners. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership and Accountability Curriculum Content Coordinators Campus Administrators	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Develop the Profile of a G-P Educator, a succinct guide identifying effective instructional practices. Strategy's Expected Result/Impact: Developing a district-level guide on effective instructional practices fosters consistency, improves instructional quality, supports professional development, and promotes equity, collaboration, and data-driven decision-making across schools. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership and Accountability Curriculum Content Coordinators	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk, etc.) Strategy's Expected Result/Impact: Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Multilingual Coordinator Executive Director of School Leadership and Accountability At-Risk Administrator	Formative			Summative
	Jan	Mar	June	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  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.

HB3 Priority

Evaluation Data Sources: TAPR CCMR percentages

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Career and Technical Education: The district will continue to enhance the CTE program, certifications offered and real-world experience connections. Strategy's Expected Result/Impact: Enhancing the Career and Technical Education (CTE) program, certifications, and real-world experience connections equips students with valuable skills, industry-recognized credentials, and practical experience, empowering them to succeed in the workforce and post-secondary opportunities, with the ultimately impact of increasing CCMR scores as well. Staff Responsible for Monitoring: Director of CCMR & Counselors Executive Director of School Leadership High School Principal High School Dean Funding Sources: Finance to enter Perkins funded FTEs and Budget - Grant: Fund 244 Carl Perkins, - Fund 199 State CTE (PIC 22) (55%)	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
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. Additional support will be provided to upcoming 6th graders while in 5th grade to ensure strong planning for future endeavors. Strategy's Expected Result/Impact: G-PISD families will be engaged as true partners in decision making as they engage in two-way feedback opportunities to plan ahead for their child's future CCMR opportunities. Staff Responsible for Monitoring: Director of CCMR & Counselors Middle and High School Administrators Middle and High School Counselors Funding Sources: - Fund 199 CCMR (PIC 38) (55%)	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: * Higher Education Requirements: The district 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. Strategy's Expected Result/Impact: Empower secondary students, teachers, counselors, and parents to make informed decisions that prepare students for academic and career success beyond high school. Staff Responsible for Monitoring: Director of CCMR & Counselors; Secondary Principals: Executive Director of School Leadership	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Develop experiential learning opportunities for elementary schools. Strategy's Expected Result/Impact: The development of experiential learning opportunities for elementary schools enhances student engagement, deepens understanding through hands-on experiences, and fosters critical thinking and problem-solving skills, laying a strong foundation for lifelong learning, while increasing interest and curiosity into our High School pathways. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership Curriculum Coordinators Experiential Learning Committee	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 5 Details	Reviews			
Key Strategic Action 5: Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk, etc.) Strategy's Expected Result/Impact: Developing and implementing strategies to close performance gaps for emergent bilingual, special education, economically disadvantaged, and at-risk students improves equity, raises achievement, strengthens support systems, enhances teacher training, and fosters a more inclusive and accountable school environment. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Multilingual Coordinator Executive Director of School Leadership and Accountability At-Risk Administrator Director of College, Career, and Military Readiness	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 6 Details		Reviews			
Key Strategic Action 6: Implement College & Career Labs at Middle School. Strategy's Expected Result/Impact: The implementation of College & Career Labs at the middle school level equips students with early exposure to career exploration and practical skills, fostering academic engagement, informed decision-making, and readiness for future educational and professional pathways. Staff Responsible for Monitoring: Principal Executive Director of School Leadership Executive Director of Curriculum & Instruction		Formative			Summative
		Jan	Mar	June	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Priority 1: Exceptional Student Performance

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

Evaluation Data Sources: Skyward

Eduphoria

Graduation Rate

Number of students in a school-related activity





Annual student engagement survey data

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Instruction: The district 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. Strategy's Expected Result/Impact: The district's provision of TEKS-based, evidence-based resources, instructional planning, professional development, and technology across subjects, with focused support for new science TEKS, enhances curriculum alignment, teacher effectiveness, student outcomes, and equitable access to high-quality education. Staff Responsible for Monitoring: Campus Principals Executive Director of Curriculum and Instruction Executive Director of School Leadership and Accountability Curriculum Content Coordinators	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Increasing Attendance, Drop-Out Prevention: The district will monitor attendance to provide intervention, supports and a plan for the school year. Strategy's Expected Result/Impact: The district will increase attendance rate to 95%. Staff Responsible for Monitoring: Campus Principals Executive Director of School Leadership and Accountability At-Risk Administrator	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: * Progress Monitoring: Teachers and leaders will monitor student progress through regular universal screeners for reading while utilizing data to guide instruction. Strategy's Expected Result/Impact: Increased student achievement and growth for all students and all student groups. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Executive Director of School Leadership Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: * Multi-Tiered System of Support: Strengthen Tier I instruction and streamline Tier II and Tier III supports by implementing the District developed MTSS/RTI guide. Strategy's Expected Result/Impact: Increased student achievement and growth for all students and all student groups. Staff Responsible for Monitoring: Campus Principals; Interventionist Executive Director of Curriculum & Instruction Executive Director of School Leadership Director of Special Education Results Driven Accountability	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 5 Details	Reviews			
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 are provided during WIN, advisory time and other methods during the school year and/or during summer school programs. Strategy's Expected Result/Impact: Increased student achievement and growth for all students and all student groups. Staff Responsible for Monitoring: Campus Principals; Interventionist; Executive Director of Curriculum & Instruction; Executive Director of School Leadership Funding Sources: Finance to enter SCE FTEs and budget - Fund 199 State SCE (PIC 24,26,28,30) (55%)	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 6 Details		Reviews			
Key Strategic Action 6: * Emergent Bilingual Support: The district will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing. The district will also begin year three of a dual language immersion/two-way program at the Early Childhood Center (PK-K) and W. C. Andrews Elementary (1st-2nd grades). The goal of this model is to attain full proficiency in another language as well as English. Students at W. C. Andrews Elementary in grades 3-5 participate in a transitional bilingual/early exit model. This model serves students identified as Emergent Bilingual in both English and Spanish and transfers them to English-only instruction by the end of grade 5. Strategy's Expected Result/Impact: Improved student outcomes for students identified as Emergent Bilingual and promote bi-literacy and multi-culturalism. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Multi-lingual Coordinator E.C.C. and W. C. Andrews Campus Administrators Results Driven Accountability Funding Sources: Finance to enter FTEs and budget for Title III - Grant: Fund 263 Title III, - Fund 199 State Bilingual/ ESL (PIC 25) (55%)		Formative			Summative
		Jan	Mar	June	June
Key Strategic Action 7 Details		Reviews			
Key Strategic Action 7: * Special Education Services: The district 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 district will establish procedures for child find, referrals and evaluations. Strategy's Expected Result/Impact: Increased academic achievement and more effective support for students receiving services through the ARD process and their IEPs. Staff Responsible for Monitoring: Director of Special Education Principals Funding Sources: Finance to enter IDEA Formula FTEs and Budget - Grant: Fund 224 IDEA B Formula, Finance to enter IDEA PK FTEs and Budget - Grant: Fund 225 IDEA B Preschool, - Fund 199 Special Education (PIC 23) (55%)		Formative			Summative
		Jan	Mar	June	June
Key Strategic Action 8 Details		Reviews			
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. Strategy's Expected Result/Impact: Increased academic achievement and more effective support for students receiving services through the 504 and/or ARD process and their individual plans. Staff Responsible for Monitoring: Dyslexia & Special Education Coordinator Director of Special Education Funding Sources: - Fund 199 Dyslexia (PIC 37, 43) (100%)		Formative			Summative
		Jan	Mar	June	June





Key Strategic Action 9 Details	Reviews			
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 district will establish procedures for child find, referrals and evaluations. Strategy's Expected Result/Impact: Increased academic achievement and more effective support for students receiving services through the 504 and/or ARD process and their individual plans. Staff Responsible for Monitoring: Campus Principals Dyslexia & Special Education Coordinator Director of Special Education	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 10 Details	Reviews			
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 district will establish guidelines for GT referrals, screening, selection and placement. Strategy's Expected Result/Impact: G/T students will receive high-quality, differentiated instruction tailored to their unique needs, promoting their academic growth and achievement. Staff Responsible for Monitoring: Director of CCMR & Counselors Principals Funding Sources: - Fund 199 State GT (PIC 21) (100%)	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 11 Details	Reviews			
Key Strategic Action 11: * Homelessness and Foster Care: The district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed. Strategy's Expected Result/Impact: Ensuring that students identified as homeless or in foster care have access to free lunch, transportation services, and supplemental resources will remove barriers to their education, promoting stability, equity, and improved academic outcomes. Staff Responsible for Monitoring: Executive Director of School Leadership Counselors Director of CCMR and Counseling	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. Strategy's Expected Result/Impact: Providing support services to pregnant and parenting students will help them successfully manage the responsibilities of parenthood while completing graduation requirements, leading to higher graduation rates and improved life outcomes. Staff Responsible for Monitoring: Campus Principals; Campus Counselors	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 13 Details	Reviews			
Key Strategic Action 13: * Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics. The district will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare. Strategy's Expected Result/Impact: Aligning the Pre-K curriculum to Kindergarten standards with a focus on early literacy and mathematics, and providing resources to parents, will foster a smooth transition from early childhood programs to school, ensuring young learners are well-prepared for academic success. Staff Responsible for Monitoring: ECC Principal Executive Director of School Leadership Executive Director of Curriculum & Instruction Funding Sources: - Fund 199 Early Education (PIC 36) (100%)	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 14 Details	Reviews			
Key Strategic Action 14: 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. Strategy's Expected Result/Impact: Students who are engaged in school activities attend school ore frequently and graduate at higher rates. Staff Responsible for Monitoring: Campus Principals Executive Director of School Leadership	Formative			Summative
	Jan	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 district 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 district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care. Strategy's Expected Result/Impact: The district will foster a safer, healthier learning environment, promoting students' emotional well-being and academic success. Staff Responsible for Monitoring: Counselors Director of CCMR and Counseling	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Anti-Bullying: The district 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. The district maintains an anti-bullying policy. Strategy's Expected Result/Impact: By ensuring the discipline management program includes prevention, intervention, and education on bullying, harassment, and aggression, supported by a strong anti-bullying policy, the district will create a safer, more respectful school environment that fosters student well-being and positive relationships. Staff Responsible for Monitoring: Campus Administrators Counselors Executive Director of School Leadership	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Implement STAYING SAFE curriculum for elementary, middle, and high schools. Strategy's Expected Result/Impact: Implement Staying Safe curriculum by combining the curriculum and monthly safety drills. Decreased discipline referrals and increased feeling of safety as measured on EOY perception survey. Staff Responsible for Monitoring: Executive Director of Safety, Security, and Operations Principals	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Provide a minimum of three social workers for the district and armed officer/security at every comprehensive school. Strategy's Expected Result/Impact: There will be an increase on students that feel safe at school. Staff Responsible for Monitoring: Director of Family and Community Engagement Executive Director of Safety, Security, and Operations	Formative			Summative
	Jan	Mar	June	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Priority 2: High Performing and Engaged Workforce

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

Evaluation Data Sources: TAPR

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: *Professional Development: The district will provide professional development for teachers, administrators, paraprofessionals, and other staff as needed. A professional development plan will be annually designed to encompass required trainings and district prioritized trainings to increase student achievement such as, but not limited to: TTESS, TPESS, TAPESS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training. Strategy's Expected Result/Impact: Improve staff satisfaction. Staff Responsible for Monitoring: Executive Director of Human Resources Executive Director of C&I Curriculum Coordinators Executive Director of School Leadership Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Cultivate a positive learner centered culture characterized by communication, courage, inclusion, integrity, and selflessness. Strategy's Expected Result/Impact: Increase staff satisfaction measured by EOY survey. Staff Responsible for Monitoring: Principals Directors Staff members	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Uphold and promote recognition and appreciation initiatives (e.g. PAWSitive Praise, Social Media, Etc.) Strategy's Expected Result/Impact: Increase staff satisfaction measured by EOY survey. Staff Responsible for Monitoring: Communications Office	Formative			Summative
	Jan	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 2: High Performing and Engaged Workforce

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

Evaluation Data Sources: annual appraisals, student data

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Attract/Retain Staff: The district will hire high quality staff, highly qualified paraprofessionals and increase retention rates by offering meaningful and purposeful professional development. The district will utilize the Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation. Strategy's Expected Result/Impact: Increased retention rate of staff and faculty. Staff Responsible for Monitoring: Executive Director of Human Resources Executive Director of School Leadership Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Provide consistent feedback to teachers through a common walkthrough tool with emphasis on the improvement of teaching and learning, monitoring instructional delivery and the provision of collaboration and feedback for improvement. Strategy's Expected Result/Impact: Increased student learning, Staff Responsible for Monitoring: Executive Director of School Leadership Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Administer staff surveys and other methods of seeking feedback to identify areas for improvement, ensuring that responsive actions are implemented. Strategy's Expected Result/Impact: Increased retention rate of staff and faculty. Staff Responsible for Monitoring: Communications Office	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Develop the next phase of the Teacher Incentive Allotment (TIA) and implement the previous phase of the TIA. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resource Department School Leadership Department Curriculum & Instruction Department	Formative			Summative
	Jan	Mar	June	June

No Progress






Accomplished

Continue/Modify

Discontinue





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: * SHAC: Health and Wellness: The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC). Strategy's Expected Result/Impact: Students will make healthy choices that align to community values. Staff Responsible for Monitoring: Director of Family and Community Engagement Campus Principals	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Successful Transitions: The district will provide academic counseling support services to elementary students transitioning to the secondary campus and seniors transitioning to post-secondary setting. Strategy's Expected Result/Impact: Students are better prepared and will find increased success in their new environments. Staff Responsible for Monitoring: Secondary Campus Principals Director of CCMR and Counseling Secondary Counselors	Formative			Summative
	Jan	Mar	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 district 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. Strategy's Expected Result/Impact: Parents will have an understanding of their children's academic achievement. Staff Responsible for Monitoring: Campus Principals Chief Communications Officer	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. Strategy's Expected Result/Impact: Increased opportunities for school-family engagement. Staff Responsible for Monitoring: Campus Principals Senior Accountant and State & Federal Programs Executive Director of School Leadership Funding Sources: Finance to add TI PFE required set aside - Grant: Fund 211 Title I, Part A	Formative			Summative
	Jan	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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. Strategy's Expected Result/Impact: Parents and community will have an understanding of campus performance and the campus improvement plan. Staff Responsible for Monitoring: Campus Principals Executive Director of School Leadership Chief Communication Officer	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: Create and launch a District App to serve all G-PISD customers. Strategy's Expected Result/Impact: Students, families, and community will be able to access all resources via smartphone(s) / device(s) with push notifications for important news and information. Staff Responsible for Monitoring: Chief Communications & Engagement Officer Communications Coordinator	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: Re-Design District Website with primary focus to serve key customers and prospective families moving to, and/or enrolling students in, G-PISD. Strategy's Expected Result/Impact: Students, families, and community will benefit from new navigation and design features updated since last website re-design was conducted in 2016-17. Staff Responsible for Monitoring: Chief Communications & Engagement Officer Communications Coordinator	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: Update Strategic Communications Plan inclusive of District and Superintendent Accomplishments. Strategy's Expected Result/Impact: Students, families, and community will gain greater awareness of District, Superintendent advancements, awards, recognitions, and celebrations via effective and efficient use of communication channels. Expansion of awards/recognition opportunities will include new nominations, submissions to recognition excellence in education as visible through the great work being performed across G-PISD. Staff Responsible for Monitoring: Chief Communications & Engagement Officer Director of Family & Community Engagement Communications Coordinator Multimedia Coordinator	Formative			Summative
	Jan	Mar	June	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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: *The district will continue long-range planning with the use of demographic data/surveys, district-wide facility condition assessments, capacity and utilization analytics, financial forecasting, educational planning and stakeholder input to ensure that capital outlay maintenance/replacement needs, technology obsolescence/replacement needs, bond completion, future bond planning, building/grounds maintenance, and other considerations for current operations and future growth are effective and efficient.		Formative			Summative
		Jan	Mar	June	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></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.

Evaluation Data Sources: The Texas Comptroller of Public Accounts' Transparency Stars program recognizes local governments for going above and beyond in their transparency efforts. The program recognizes government entities that accomplish the following:

- 1) Open their books not only in their traditional finances, but also in the areas of contracts and procurement, economic development, public pensions and debt obligations; and
- 2) Provide clear and meaningful financial information not only by posting financial documents, but also through summaries, visualizations, downloadable data and other relevant information.

Key Strategic Action 1 Details	Reviews			
Key Strategic Action 1: * Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. The district will provide ongoing support to campuses, departments and a variety of stakeholders regarding fiscal policies and procedures. Strategy's Expected Result/Impact: The district will achieve a superior FIRST Rating, ensure compliance of supplemental funds and ensure audits are without findings.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: *Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services. Strategy's Expected Result/Impact: Title I Part A compliance report will be submitted with all requirements meeting compliance. Funding Sources: Finance to enter TI FTEs and budget (FT of TII and TIV) - Grant: Fund 211 Title I, Part A	Formative			Summative
	Jan	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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			
Key Strategic Action 1: * Goal Setting (CNA/CIP/DIP): The district has an established site-based decision making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the district calendar, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc. Strategy's Expected Result/Impact: The district SBDM meets regularly to ensure compliance of all Federal and state requirements.	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Technology: The district will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The district provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.	Formative			Summative
	Jan	Mar	June	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>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			
Key Strategic Action 1: * Student Safety: The district will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Plans and specialized Emergency Action Plans, and conduct safety/security audits and ensure compliance with safety standards. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, exterior door audits, require visitors to use the RAPTOR system, use random metal detector checks, security cameras, ensure perimeter doors are locked and other precautions, as necessary. Staff Responsible for Monitoring: Executive Director of Safety and Operations Funding Sources: - Grant: Fund 429 School Safety	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 2 Details	Reviews			
Key Strategic Action 2: * Addressing Abuse: The district will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and DFPS reporting by staff and administrators. Staff Responsible for Monitoring: Executive Director of Safety and Operations, Director of Family and Community Engagement	Formative			Summative
	Jan	Mar	June	June
Key Strategic Action 3 Details	Reviews			
Key Strategic Action 3: * School Resource Officer(s): The primary responsibility of the SRO is to be a visible law enforcement presence on campus to deter, prevent and respond to crime. The SRO(s) provide guidance to school officials on law-related matters, helps assess school safety needs and serves as a vital link to other emergency personnel during critical incidents. Staff Responsible for Monitoring: Executive Director of Safety and Operations Funding Sources: - Grant: Fund 429 School Safety	Formative			Summative
	Jan	Mar	June	June

Key Strategic Action 4 Details	Reviews			
Key Strategic Action 4: * DAEP: The district will monitor performance data of students served in the DAEP including student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates. Staff Responsible for Monitoring: Secondary Campus Principals At-Risk Administrator Executive Director of School Leadership Funding Sources: Finance to enter DAEP SCE FTEs and Budget - Fund 199 State SCE (PIC 24,26,28,30) (55%)	Formative			Summative
	Jan	Mar	June	June


No Progress


Accomplished


Continue/Modify


Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

--

District Shared Decision Making Committee

Committee Role	Name	Position
Ex-Officio	Robin Rice	Early Childhood Center Principal
Non-teaching professional	Annette Merritt	Early Childhood Center Specialist
Classroom Teacher	Norma Ortiz-Mariscal	Early Childhood Center Teacher
Classroom Teacher	Peggy Hamrick	Early Childhood Center Teacher
Classroom Teacher	Kimberly Hernandez	Early Childhood Center Teacher
Classroom teacher	Rhonda Vorhees	Early Childhood Center Teacher
Business Representative	Angela Arevalo	Business Member
Business Representative	Megan Nolan	Business Member
Community Representative	Graciela Silva	Community Member
Community Representative	Alicia Mariscal	Community Member
District-level Professional	Kathleen Cady	At-Risk Administrator
District-level Professional	Sandy Gonzalez	Multilingual Coordinator
Parent	Joanna Landrum	Andrews Elementary Parent Rep
Non-classroom Professional	Audra Gerick	Andrews Elementary Counselor
Classroom Teacher	Laura Griffith	Andrews Elementary Teacher
Classroom Teacher	Mandy Hardwick	Andrews Elementary Teacher
Parent	Kirby Willig	East Cliff Elementary Parent Rep
Non-classroom professional	Jared Schmidt	East Cliff Elementary Nurse
Classroom Teacher	Jordan Demetros	East Cliff Elementary Teacher
Classroom Teacher	Genna McMillin	East Cliff Elementary Teacher
Non-Teaching Professional	Melinda Pena	Clark Elementary Principal
Classroom Teacher	Kourtney Smith	Clark Elementary Teacher
Classroom Teacher	Dani Smith	Clark Elementary Teacher
Classroom Teacher	Cydra Rodriguez	Clark Elementary Teacher
Classroom Teacher	Melissa Momper	Clark Elementary Teacher
Parent	Maria Martinez	Austin Elementary Parent Rep
Ex-Officio	Tyce Sanchez	Austin Elementary Principal

Committee Role	Name	Position
Non-classroom Professional	Michelle Powell	Austin Elementary Counselor
Classroom Teacher	Anna Jimenez	Austin Elementary Teacher
Classroom Teacher	Heather Shores-Price	Austin Elementary Teacher
Parent	Jessica Rodriguez	G-P Middle School Parent Rep
Non-Teaching Professional	Dr. Jessica Guerra	G-P Middle School Assistant Principal
Classroom Teacher	Cyndee Alvarado	G-P Middle School Teacher
Classroom Teacher	Kory Baker	G-P Middle School Teacher
Classroom Teacher	Stacey McClary	G-P Middle School Teacher
Classroom Teacher	Dawn Uptergrove	G-P Middle School Teacher
Student	Ryder Harrison	G-P High School Student
Parent	Colleen Johnson	G-P High School Parent Rep
Non-classroom Professional	Carrie Flores	G-P High School Counselor
Ex-Officio	Monica Waggoner	G-P High School Principal
Classroom Teacher	Victoria Moore	G-P High School Teacher
Classroom Teacher	Cathy Allman	G-P High School Teacher
Classroom Teacher	Jonathan Turner	G-P High School Teacher
Ex Officio	Analese Tennyson	Andrews Elementary Principal
Ex Officio	Hilda Salinas	Director of CCMR & Counseling
Ex Officio	John Trevino	G-P Middle School Principal
Ex Officio	Denise Blanchard	Director of Special Education
Ex Officio	Robyn Hernandez	Coordinator of Elementary Math & Science
Ex Officio	Shannon Casas	Coordinator of Secondary Math & Science
Ex Officio	Amy McClellan	Coordinator of Secondary Literacy & Social Studies
Ex Officio	Anne Sanchez	Coordinator of Elementary Literacy & Social Studies
Ex Officio	Shelly Elizalde	Director of Assmt/Accountability/Data
Ex Officio	Sharon Reckaway	Director of Family & Community Engagement
Ex Officio	Kyle Jones	Director of Technology
Ex Officio	Michael Thieme	Executive Director of Safety & Security
Ex Officio	Deborah Garza	Executive Director of Human Resources
Ex Officio	Penny Armstrong	Executive Director of C&I
Ex Officio	Mike Norris	Executive Director of School Leadership

Committee Role	Name	Position
Ex Officio	Crystal Matern	Chief Officer of Communication & Engagement
Ex Officio	Ismael Gonzalez	Assistant Superintendent of Finance
Ex Officio	Dr. Michelle Cavazos	Superintendent

District Funding Summary

Fund 199 State GT (PIC 21) (100%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	10			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,549.00
+/- Difference					\$30,549.00
Fund 199 State CTE (PIC 22) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,466,137.00
+/- Difference					\$1,466,137.00
Fund 199 Special Education (PIC 23) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,336,917.00
+/- Difference					\$7,336,917.00
Fund 199 State SCE (PIC 24,26,28,30) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	5	Finance to enter SCE FTEs and budget		\$0.00
4	4	4	Finance to enter DAEP SCE FTEs and Budget		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,344,852.00
+/- Difference					\$2,344,852.00
Fund 199 State Bilingual/ ESL (PIC 25) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	6			\$0.00

Fund 199 State Bilingual/ ESL (PIC 25) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$57,637.00
+/- Difference					\$57,637.00
Fund 199 Dyslexia (PIC 37, 43) (100%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	8			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$513,655.00
+/- Difference					\$513,655.00
Fund 199 Early Education (PIC 36) (100%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	13			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,364,990.00
+/- Difference					\$1,364,990.00
Fund 199 CCMR (PIC 38) (55%)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$173,959.00
+/- Difference					\$173,959.00
Grant: Fund 211 Title I, Part A					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
3	2	2	Finance to add TI PFE required set aside		\$0.00
4	2	2	Finance to enter TI FTEs and budget (FT of TII and TIV)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$661,008.00
+/- Difference					\$661,008.00

Grant: Fund 224 IDEA B Formula					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7	Finance to enter IDEA Formula FTEs and Budget		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$955,635.00
+/- Difference					\$955,635.00
Grant: Fund 225 IDEA B Preschool					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	7	Finance to enter IDEA PK FTEs and Budget		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,942.00
+/- Difference					\$16,942.00
Grant: Fund 244 Carl Perkins					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	3	1	Finance to enter Perkins funded FTEs and Budget		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,758.00
+/- Difference					\$55,758.00
Grant: Fund 255 Title II, Part A (FT Title I)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$148,032.00
+/- Difference					\$148,032.00
Grant: Fund 263 Title III					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
1	4	6	Finance to enter FTEs and budget for Title III		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,816.00
+/- Difference					\$25,816.00

Grant: Fund 279 TCLAS Decision 4					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,632.00
+/- Difference					\$55,632.00
Grant: Fund 279 TCLAS Decision 6					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,053.00
+/- Difference					\$50,053.00
Grant: Fund 289 P-TECH					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$88,235.00
+/- Difference					\$88,235.00
Grant: Fund 289 Title IV, Part A (FT Title I)					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$48,978.00
+/- Difference					\$48,978.00
Grant: Fund 429 Dyslexia Grant					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$109,750.00
+/- Difference					\$109,750.00

Grant: Fund 429 School Safety					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	4	1			\$0.00
4	4	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$167,286.00
+/- Difference					\$167,286.00
Grant: Fund 429 TCLAS Decision 10					
Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$587,170.00
+/- Difference					\$587,170.00
Grand Total Budgeted					\$16,258,991.00
Grand Total Spent					\$0.00
+/- Difference					\$16,258,991.00

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 District 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.instagram.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

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



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:

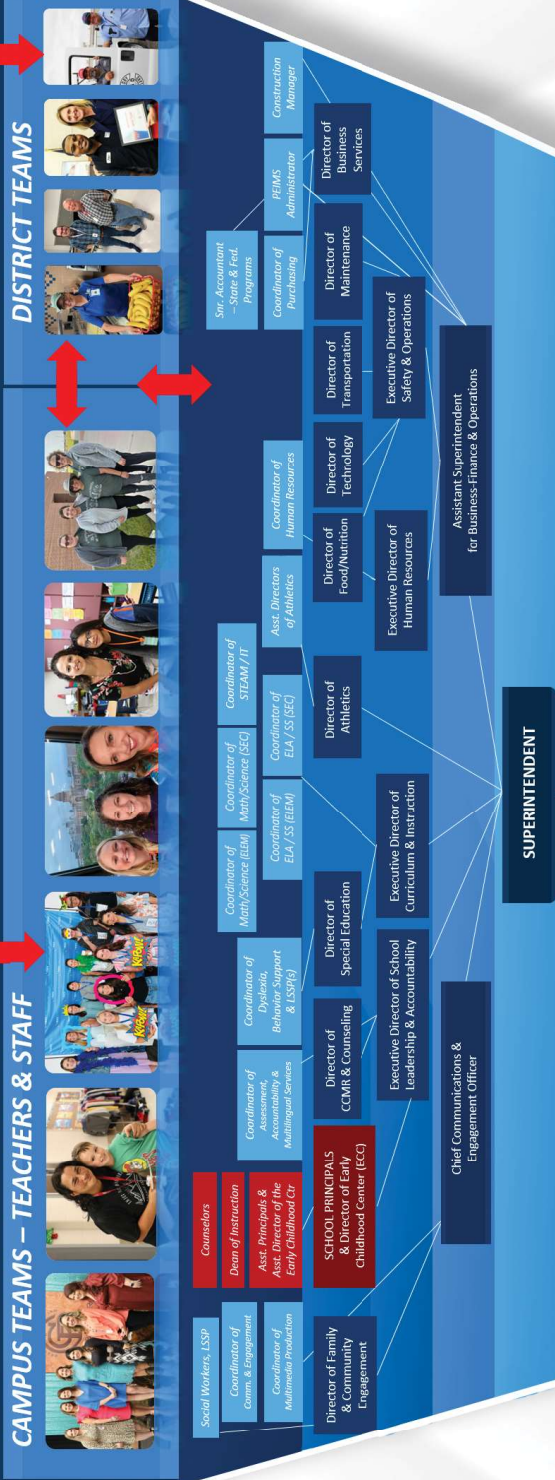
16. Job Description for Peace Officers, Resource Officers & Security Personnel – [CKE](#)

Person Responsible:

Review Date:

CAMPUS TEAMS - TEACHERS & STAFF

DISTRICT TEAMS



Gregory-Portland ISD Service-Oriented Leadership Structure