

Gregory-Portland Independent School District

District Improvement Plan

2022-2023



Mission Statement

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

Vision



Core Beliefs

In G-PISD, we believe our...

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

PARENTS/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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The district improvement plan and campus improvement plans will include the Balanced Scorecard Priorities as the goals.

The district has developed a Balanced Scorecard that will drive the vision and mission of G-PISD. Critical Success factors were developed and key strategic actions were agreed upon. Baseline results from Spring 2021 were gathered and the committee then determined the future goals for G-PISD.

Even with increasingly varied demographics, G-PISD and all campuses continue to strive for academic excellence and closing achievement gaps across the district in all subjects. G-PISD is also working to implement programs and strategies with ESSER funds to reduce the learning gaps our students are experiencing due to the COVID-19 pandemic.

- Student Learning - **PRIORITY 1: Exceptional Student Performance**
- Demographics – **PRIORITY 1: Exceptional Student Performance**
- District Culture and Climate – **PRIORITY 2: High Performing and Engaged Workforce**
- Perception – **PRIORITY 3: Quality Service and Impactful Community Engagement**
- District Processes and Programs – **PRIORITY 4: Efficient and Effective District and Campus Operations**

On May 5th, the DSBDM committee broke into committees according to the Balanced Scorecard Priorities. Each committee worked through questions provided by TEA Comprehensive Needs Toolkit.

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

- Parent Family District Engagement Survey
- Community District Engagement Survey
- Faculty/Staff District Engagement Survey
- Secondary (6th-12th) Student Engagement Survey
- Elementary (3rd-5th) Student Engagement Survey
- State and federally required assessment information
- STAAR/STAAR EOC
- TELPAS
- MAP

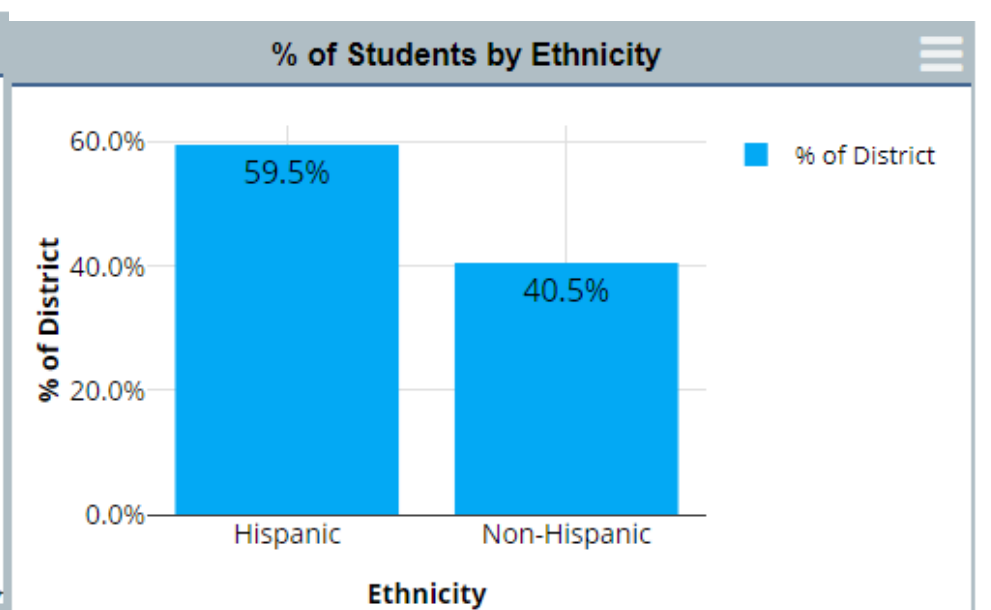
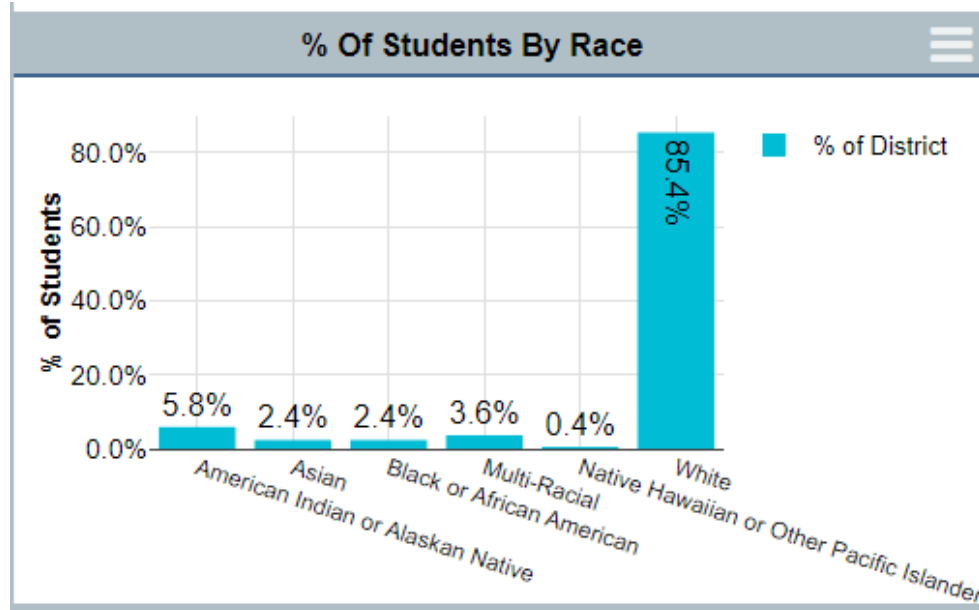
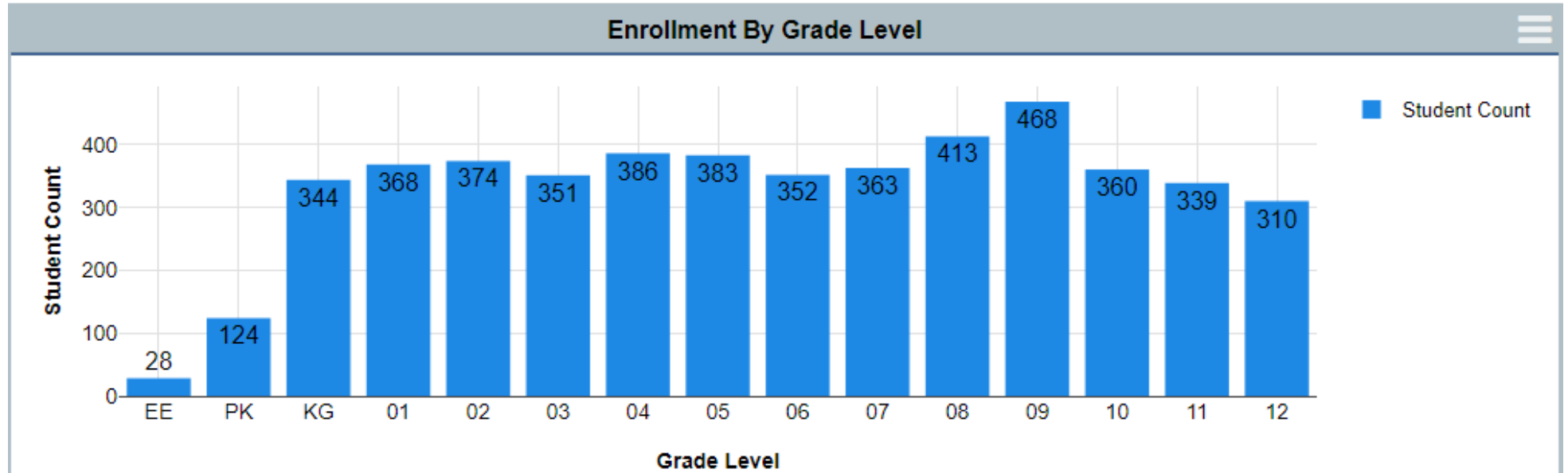
Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

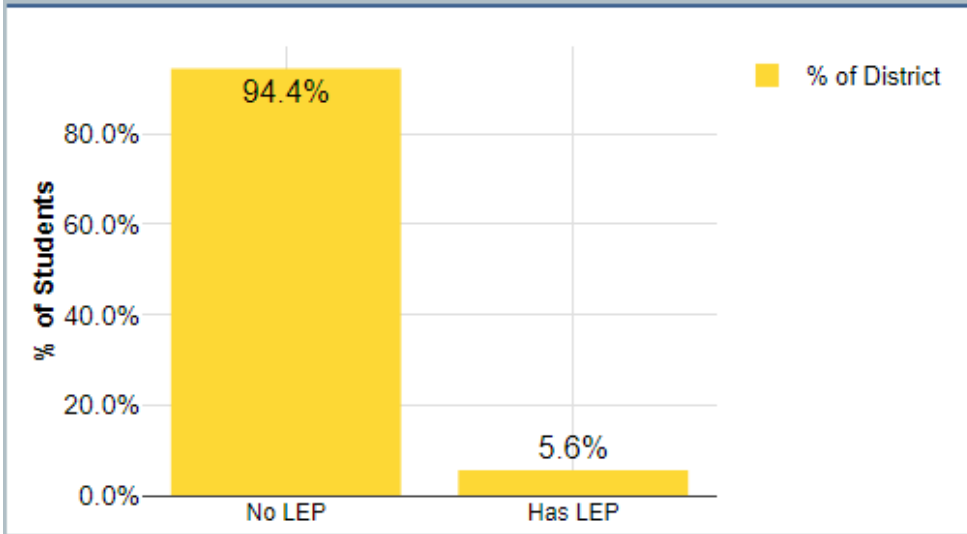
- Dyslexia Data
- Response to Intervention/MTSS student achievement data

Demographics

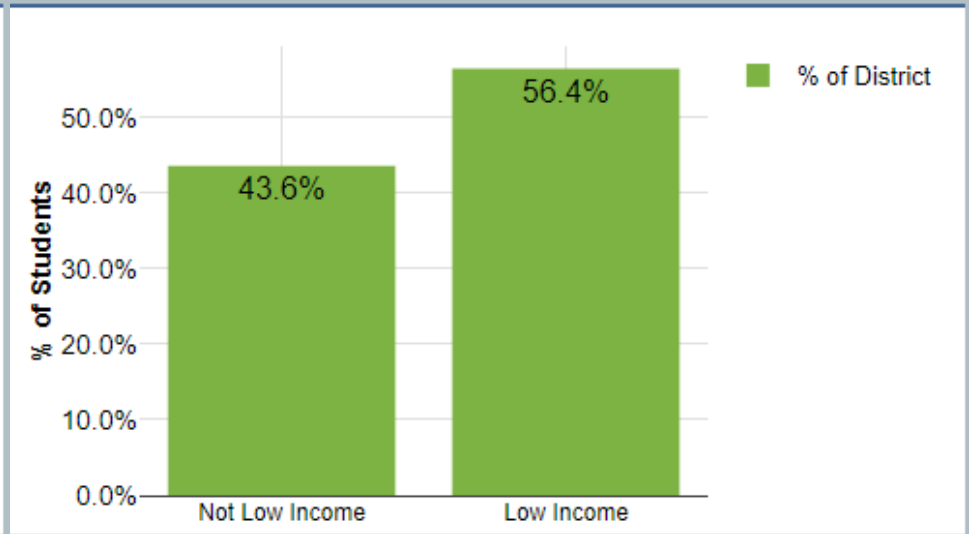
Demographics Summary



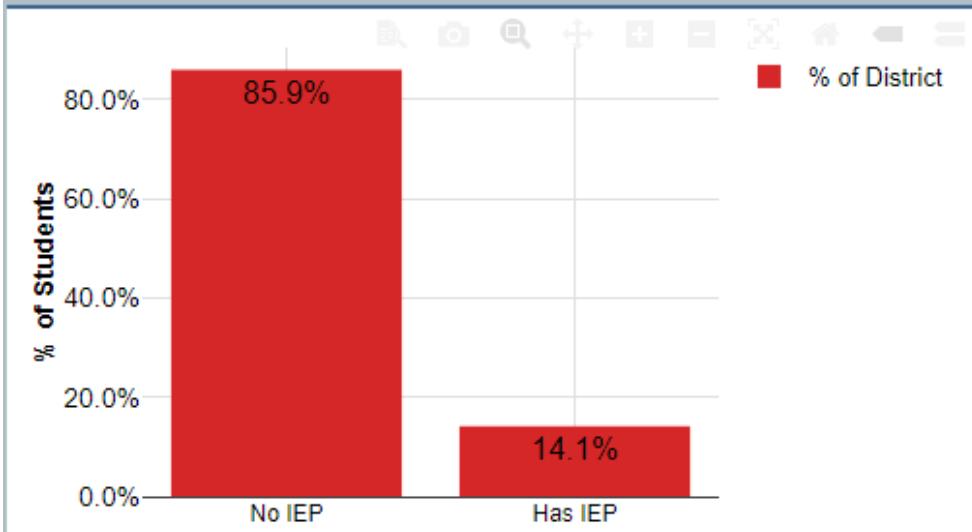
% Of Students By LEP



% Of Students By Low Income



% Of Students By Special Ed Status



Student Learning

Student Learning Summary

In August 2022, G-PISD received an accountability rating for the first time since August of 2019. The following table contains the district and campus ratings for the 2021-2022 school year. More details regarding accountability ratings can be found at

[Txschools.gov](https://www.txschools.gov)

	Overall Rating		Student Achievement Domain I		School Progress Domain II		Closing the Gaps Domain III		Distinction Designations
G-P ISD	84	B	84	B	85	B	81	B	0/1
G-P High School	81	B	83	B	81	B	75	C	1/7
G-P Middle School	81	B	80	B	83	B	75	C	2/7
Austin Elem	74	C	72	C	75	C	71	C	0/6
Clark Elem	94	A	88	B	91	A	100	A	5/6
East Cliff Elem	94	A	91	A	92	A	100	A	5/6
Andrews Elem	88	B	78	C	91	A	82	B	1/6

In G-PISD, we use a variety of data sources to track demographic groups by student progress, support student learning, track post-secondary readiness, as well as many other areas. One data source that we use is the TELPAS test which is given to all students identified in PEIMS as an Emergent Bilingual student. English language acquisition is rated in the domains of listening, speaking, reading, and writing.

District Ratings Achieved by Domain

	Listening				Speaking				Reading				Writing		
Grade Level	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV
K	4%	12%	65%	19%	4%	46%	35%	15%	8%	19%	50%	23%	12%	35%	42%
1	14%	17%	31%	39%	22%	19%	42%	17%	22%	28%	33%	17%	31%	39%	14%
2	6%	28%	44%	22%	28%	61%	6%	6%	33%	44%	11%	11%	32%	26%	26%
3	0%	5%	55%	40%	15%	75%	10%	0%	25%	35%	15%	25%	0%	55%	35%
4	4%	26%	48%	22%	11%	41%	48%	0%	11%	22%	19%	48%	4%	22%	30%
5	7%	7%	40%	47%	20%	53%	27%	0%	13%	20%	20%	47%	21%	21%	36%
6	0%	28%	33%	39%	44%	50%	6%	0%	6%	39%	22%	33%	0%	47%	29%
7	0%	28%	56%	17%	28%	50%	22%	0%	17%	22%	39%	22%	0%	6%	82%
8	0%	60%	10%	30%	60%	40%	0%	0%	0%	50%	50%	0%	0%	0%	30%
9	9%	64%	18%	9%	36%	64%	0%	0%	0%	45%	45%	9%	0%	17%	50%
10	25%	38%	38%	0%	25%	63%	13%	0%	0%	88%	13%	0%	13%	50%	13%
11	8%	8%	50%	33%	17%	42%	42%	0%	8%	33%	33%	25%	8%	8%	33%
12	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

District Processes & Programs

District Processes & Programs Summary

Staff Quality, Recruitment, & Retention

Gregory-Portland ISD has a long-standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. Campus administrators along with campus-based hiring teams conduct intensive screening and interviewing processes to ensure that all new employees meet the high standards that the district requires and that our community expects. A District of Innovation (DOI) plan was submitted to TEA for implementation beginning with the 2017-2018 school year with a component to allow the District flexibility to create local certification requirements for qualification and training for individuals who are knowledgeable in the area and equipped to effectively perform the duties in hard-to-fill positions. In addition, the DOI plan also allows certified secondary teachers the ability to teach subject(s) out of their certified area for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in question. Teachers new to the district are assigned a mentor teacher.

Professional development for employees at all levels is a high priority.

Title I funds will continue to be used for teacher and/or paraprofessional salaries at Title I campuses as well as for supplies (Title I). Title I teachers will implement effective instructional strategies in core subjects at the elementary school level to improve the academic achievement of diverse learners and close the identified achievement gaps.

Technology

Gregory-Portland ISD embraces technology to ensure our students and staff have the digital resources necessary to provide the highest quality instruction possible.

G-PISD provides an infrastructure which supports the daily functions of business and provides a quality digital environment for learning. This requires the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. Student safety and cyber-security are central to the design of the district's technology infrastructure.

Career & Technology

The Gregory-Portland ISD Career and Technical Education Department (CTE) is dedicated to preparing students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education by providing coherent and rigorous content aligned with challenging standards and relevant knowledge and skills.

A vital component of G-PISD CTE is participation in CTE student organizations. Students enrolled in a CTE course have the opportunity to participate in a student organization appropriate to the course in which the student is enrolled. CTE student organizations promote leadership, job skill training, and provides scholarship opportunities.

The District has implemented HB5 and will continue to refine its high school course offerings based upon student needs. Adjustments have been made to better prepare 8th graders for choosing their endorsement and program of study to begin their 9th grade year.

Courses are offered in a multitude of areas. Some of these areas include welding, cosmetology, fire science, process technology, food science, and health science to name a few. A complete list can be found on the district website.

Starting in middle school, students are provided access to Xello assessments to help guide them in choosing a pathway after high school. Efforts have been made to add business partnerships to programs to provide work-based learning opportunities to our students.

G-PISD has worked to offer a greater number of Programs of Study which will have a positive impact on the number of CTE "completers".

Federal Carl Perkins funds are spent to help close key skills gaps so students are better prepared to enter the workforce. A CTE Advisory Committee meets twice a year and provides

guidance for CTE program offerings. A formal comprehensive needs assessment is conducted every other year. Currently, all CTE courses/programs have access to their own set of Chromebooks.

Gifted and Talented

Gregory-Portland Independent School District's Gifted/Talented Education Program provides an array of learning opportunities that are commensurate with the abilities of gifted/talented students, emphasizing accelerated and enriched content in language arts, math, science, and social studies. Gifted/talented and other high-achieving students are provided comprehensive, structured, sequenced, and appropriately challenging educational programs in the four academic areas. An interdisciplinary approach to learning is emphasized, especially at the elementary grades, with creativity, independent study, and leadership encouraged at all educational levels. This sets the example for the entire class/school climate, thereby raising the level of education for all students.

Curriculum and Instruction

G-PISD will continue to work on developing the district-wide Instructional Framework. The District has a board-approved Curriculum Management Plan. HB3 requires that all K-3 teachers and principals attend a teacher literacy achievement academy. Plans have been made to meet this requirement.

Development of the Instructional Framework year 2 – 2022-2023.

Special Education

Special Education continues to experience an increase in the number of students qualifying for services.

The Special Education Department continually monitors the numbers and qualifying conditions of students receiving services within the district to ensure that the individual needs of each student are being met.

PreK/K/PPCD

G-PISD voted and approved to build a new Early Childhood Center that will be an innovative campus focused on experiential learning. We will begin this transition with a soft open during the 2022-2023 school year serving our Pre-Kindergarten students. The new facilities are projected to be completed by the 2023-2024 school year.

General Education - Section 504 and RTI

The District 504 Coordinator is the Director of Special Education. Section 504 is currently tracked through Success-Ed software.

Dyslexia

Our district goal is to provide our G-PISD district leaders and campus staff an awareness of the characteristics of dyslexia and how to serve the student.

Bilingual Program

During the 2022-2023 school year, G-PISD will begin implementing a dual language immersion/two-way program at W. C. Andrews Elementary beginning in pre-kindergarten and kindergarten. 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 1-5 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.

ESL Program

G-PISD has a continuous upward trend in the number of English Learners. The ESL program serves students identified as English Learners by providing an ESL-certified teacher.

Our district continues to address the needs of English Language students by increasing the number of certified ESL teachers available to campuses to serve students.

Translation Services

Gregory-Portland ISD will take practicable steps to ensure that parents, guardians, and other English Learners have access and equal opportunity to important school information. Information will be provided in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand [Section 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

Counseling Program

The Gregory-Portland ISD District Comprehensive School Counseling Plan is rooted in the belief that a School Counselor's work is student-centered, and collaborative at its core. Our organizational framework highlights how we are fulfilling the Texas State requirements for School Counseling. This document outlines our philosophy and beliefs, how our vision is aligned with the district's vision and finally the steps that we will take to ensure that our mission is fulfilled. Within our Comprehensive School Counseling Program is a framework for the systematic development, implementation, and evaluation of our school counseling program. The Comprehensive School Counseling Plan was designed in a way that:

- Acknowledges the work of school counselors as self-reflective advocates for all students
- Creates a results-based counseling program that support diverse student populations
- Helps to close achievement and opportunity gaps
- Re-examines current processes to be reimaged through an anti-racist lens
- Aims to reach all students through the use of best practices that support and assess academic, career, and social/emotional progress
- Is guided by developmentally appropriate, anti-racist, culturally responsive and goal oriented student competencies

Homeless

A district Homeless Liaison oversees our services for homeless students. The district reserves funds for homeless support through the ESSA grant application and works closely with the campus counselors to meet the student's needs.

Data Security

Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitoring data access. Data security training is completed yearly district-wide.

Consulting Services-ESC 2 support

Supplemental contracted services are utilized to enhance, expand, increase, and extend the efficiency of the federal programs by providing technical assistance to support administrative staff in the implementation of programs for fiscal and programmatic compliance and effectiveness.

District Processes & Programs Strengths

- Both administrators and teachers are offered professional development opportunities to stay abreast with the constant changes within public education in Texas.
- District continues to allocate local technology funding on an annual basis to support technology.
- Interactive classrooms across the district.
- Middle school and high school personnel continue to work collaboratively to inform parents and students of HB5 components.
- G-PISD continues to maintain valuable partnerships with local businesses and industry.
- Regular assessment of students to evaluate GT placement, teacher training to earn and update GT certifications, and opportunities for GT services in all academic areas.
- Continue TSI assessment plan to provide post-secondary opportunities for students
- Curriculum coordinators conduct grade level/department meetings to provide teachers with the most up-to-date information in the areas of curriculum, instruction, and assessment.

Perceptions

Perceptions Summary

There is a special school spirit that infuses the two communities of Portland and Gregory. With it comes a shared sense of purpose and values among staff members, board members, parents, and students. G-PISD is a community that cares about one another and makes you feel part of something bigger than yourself. There is a sense of community, family, commitment, responsibility, cooperation, and pride.

The district will continue to provide resources so that we better tell our story through social media channels. The G-PISD communications department sends out weekly District Updates and offers to the community, staff, students and businesses many opportunities to give feedback through surveys that are scheduled throughout the school year.

Parent and family engagement are important at G-PISD. The district Family Engagement Surveys are a vital data piece for the district. Title I funds continue to provide supplemental parent and family engagement activities at Title I campuses.

The vision of Educate, Inspire and Empower permeates into all aspects of our district culture. Gregory-Portland ISD is an exceptional school district; a school district where every child is important. Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of G-PISD.

Perceptions Strengths

- Passed bond for new schools within the district
- Building of the new G-PISD Early Childhood Center
- Newly constructed building of GP Middle School
- District information is communicated through the Communication Department
- Promoting positive district and campus activities through social media
- G-PISD Wildcat pride is evident by the community and schools who proudly wear their school attire to events
- District calendar supports parent-teacher conferences in the fall and spring for elementary teachers/parents
- Monthly parent meetings are held district wide via accessible virtual platforms

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Observation Survey results
- 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







Goals







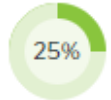









Goal 1: Exceptional Student Performance

Performance Objective 1: 1.1 Annually increase performance in READING for all students and all student groups. From All 55%, White 65%, Hispanic 48% African American 56%, EL 29%, ED 34%, Sped 16% to All 78%, White 83%, Hispanic 74%, African American 78%, EL 67%, ED 73%, Sped 61%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to align performance objectives with BSC goals. *Final STAAR scores will not be released until Fall 2023, so the district is unable to use the score percentages as evidence of progress toward goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strengthen and support data-driven instructional leadership capacity by selecting a model of collaborative instructional planning for READING aligned with the tenets of the Learning Framework. District instructional leaders will research professional learning community models and seek input from campus leaders and the Learning Framework Task Force. A districtwide training and implementation plan will be developed and launched by the end of the second semester.</p> <p>Strategy's Expected Result/Impact: District and campus instructional leaders will identify and begin utilizing a consistent professional learning communities (PLC) model for data-driven instructional planning to in order to improve student outcomes in alignment with district and campus goals for student progress.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Principals</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement an aligned district assessment calendar of district-approved reading screeners, reading unit assessments, and other measures of student progress to monitor the academic progress of all students and student groups in READING for grades PreK-12. As part of this strategy, district and campus instructional leaders will train teachers in a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.</p> <p>Strategy's Expected Result/Impact: Utilization of a consistent set of data monitoring tools and a uniform data-driven planning protocol 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.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Administrators</p> <p>Funding Sources: - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$3,100, - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$3,500, - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$51,750</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen Tier I READING instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model for response to intervention (RtI). District curriculum leaders will investigate researched-based approaches to MTSS/RtI and will build a team of district and campus leaders tasked with establishing common procedures for campus MTSS/RtI processes, services, expected outcomes, and connection to PLC agendas. The MTSS/RtI leadership team will collaborate to develop a training plan and timeline to ensure that all campus and district instructional staff are trained in the new MTSS/RtI expectations by the end of the 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, clear MTSS/RtI systems implemented with fidelity</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Leadership Teams</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$13,900</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: By the end of the first semester, all required personnel will have completed training in recognizing students with characteristics of dyslexia and/or related disorders and will understand and follow establish district procedures for identification and assessment.</p> <p>Strategy's Expected Result/Impact: Earlier detection of dyslexia and related disorders to begin necessary interventions.</p> <p>Staff Responsible for Monitoring: Coordinator for Dyslexia and Special Education</p>	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide additional district-level support for READING curriculum, instruction, and assessment through the use of the Effective Schools Framework for any campus rated as C or below on the Texas Education Agency's A-F Accountability System.</p> <p>Strategy's Expected Result/Impact: Low-performing campuses will show improved student outcomes.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership</p>	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Strengthen and align innovative, purposeful family engagement opportunities that support READING instruction during and after school hours.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes</p> <p>Staff Responsible for Monitoring: Literacy Coordinators</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Goal 1: Exceptional Student Performance




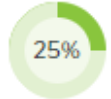
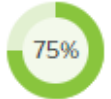








Performance Objective 2: 1.2 Annually increase performance in math for all students and all student groups. From All 45%, White 58%, Hispanic 37%, African American 32%, EL 29%, ED 35%, SPED 20% to All 73%, White 79%, Hispanic 69%, African American 67%, EL 63%, ED 68%, SPED 59%.

Evaluation Data Sources: Increased teacher ownership of data analysis, 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.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to align performance objectives with BSC goals. *Final STAAR scores will not be released until Fall 2023, so the district is unable to use the score percentages as evidence of progress toward goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strengthen and support data-driven instructional leadership capacity by selecting a model of collaborative instructional planning for MATH aligned with the tenets of the Learning Framework. District instructional leaders will research professional learning community models and seek input from campus leaders and the Learning Framework Task Force. A districtwide training and implementation plan will be developed and launched by the end of the second semester.</p> <p>Strategy's Expected Result/Impact: District and campus instructional leaders will identify and begin utilizing a consistent professional learning communities (PLC) model for data-driven instructional planning to in order to improve student outcomes in alignment with district and campus goals for student progress.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Principals</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement a district assessment calendar of reading screeners, reading unit assessments, and other measures of student progress to monitor the academic progress of all students and student groups in MATH for grades PreK-12. As part of this strategy, district and campus instructional leaders will train teachers in a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.</p> <p>Strategy's Expected Result/Impact: Utilization of a consistent set of data monitoring tools and a uniform data-driven planning protocol 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.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Administrators</p> <p>Funding Sources: - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$51,750</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen Tier I MATH instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model for response to intervention (RtI). District curriculum leaders will investigate researched-based approaches to MTSS/RtI and will build a team of district and campus leaders tasked with establishing common procedures for campus MTSS/RtI processes, services, expected outcomes, and connection to PLC agendas. The MTSS/RtI leadership team will collaborate to develop a training plan and timeline to ensure that all campus and district instructional staff are trained in the new MTSS/RtI expectations by the end of the 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, clear MTSS/RtI systems implemented with fidelity</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Leadership Teams</p> <p>Results Driven Accountability</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide additional district-level support for MATH curriculum, instruction, and assessment through the use of the Effective Schools Framework for any campus rated as C or below on the Texas Education Agency's A-F Accountability System.</p> <p>Strategy's Expected Result/Impact: Low-performing campuses will show improved student outcomes.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Executive Director of School Leadership</p>	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Strengthen and align innovative, purposeful family engagement opportunities that support MATH instruction during and after school hours.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes</p> <p>Staff Responsible for Monitoring: Math Coordinators</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Exceptional Student Performance


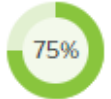

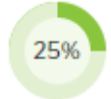


Performance Objective 3: 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups moving from All 79%, White 82%, Hispanic 78%, African American 75%, EL 83%, ED 73%, and SPED 81% to All 90%, White 91%, Hispanic 89%, African American 88%, EL 92%, ED 87%, and SPED 91%


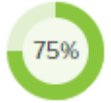





HB3 Goal

Evaluation Data Sources: TAPR CCMR percentages

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to align performance objectives with BSC goals. *Final STAAR scores will not be released until Fall 2023, so the district is unable to use the score percentages as evidence of progress toward goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the written 6-year plan of support (Xello 7-12 grades) for G-PISD students in reaching their postsecondary goals and achieving college, career, and military readiness. Continue to analyze and align G-PISD CTE and P-TECH Programs of study with local and state labor market data and determine and address any student barriers that exist.</p> <p>Strategy's Expected Result/Impact: G-PISD students will have exceptional opportunities to engage in learning experiences that are purposefully designed to prepare them to enter high-skill, high-wage college, career, and military pathways.</p> <p>Staff Responsible for Monitoring: CTE Coordinator Dean of Instruction Evaluation Staff School Counselors</p> <p>Funding Sources: - Grant: Fund 244 Carl Perkins - \$12,440</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase CCMR family engagement opportunities by developing an annual district CCMR event similar to the High School CTE and Academic Showcase designed to help parents of 5th grade students better understand CCMR opportunities and pathways prior to their children entering middle school.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CTE coordinator Middle and High School Administrators Middle and High School Counselors</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with the School Empowerment Network to launch the G-PISD Early Childhood Center as a school-within-a-school model on the T.M. Clark and W.C. Andrews Elementary campuses. Develop and pilot innovative instructional approaches to experiential play-based teaching and learning.</p> <p>Strategy's Expected Result/Impact: Creation of scalable systems for strong early literacy, numeracy, and social-emotional skills</p> <p>Staff Responsible for Monitoring: Director of Early Childhood</p> <p>Funding Sources: - Grant: Fund 429 TCLAS Decision 10 - \$311,670</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Goal 1: Exceptional Student Performance











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

Evaluation Data Sources: Graduation Rate
 Number of students in a school-related activity
 Annual student engagement survey data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to align performance objectives with BSC goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Results Coaching method to provide professional development to onboard new leaders and provide refresher opportunities for tenured leaders to increase the effectiveness of observation and feedback and focus on strengthening knowledge and skills of principals, assistant principals, instructional specialists, and district leaders.</p> <p>Strategy's Expected Result/Impact: District and campus instructional leaders will utilize Results Coaching methods to increase instructional effectiveness in classrooms.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize federal ESSER funding to fund Gap Intervention Specialists (GISs) to expand staffing and instructional resources to support Tier III interventions at the elementary level for grades K-2. Use student progress data and monthly professional development meetings to monitor and support the effectiveness of GISs.</p> <p>Strategy's Expected Result/Impact: Increased support for students in need of academic interventions</p> <p>Staff Responsible for Monitoring: Central Office Business Office Administrators</p>	Formative		
	Jan	Mar	June
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During the 2022-2023 school year, G-PISD will begin implementing a dual language immersion/two-way program at W. C. Andrews Elementary beginning in pre-kindergarten and kindergarten. 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 1-5 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.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes for students identified as Emergent Bilingual</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum Bilingual/ESL Coordinator W. C. Andrews Campus Administrators</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$3,000</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators Executive Director of School Leadership Executive Director of Curriculum and Instruction</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Exceptional Student Performance

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue this goal.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use beginning, middle, and end of year Panorama student survey data to monitor and respond to students' perception of social-emotional wellbeing.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals and out of school placements. Support for students social emotional well-being.</p> <p>Staff Responsible for Monitoring: Director of Accountability, Assessment, and SEL</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











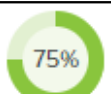

Goal 2: High Performing and Engaged Workforce








Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction by moving from a 3.86 to a 4.0 staff survey rate.

Evaluation Data Sources: TAPR

Summative Evaluation: Met Objective

Next Year's Recommendation: During the 22-23 SY, strides were made to meet the performance objectives thru five Strategies. These strategies provided the opportunity to serves staff with training to allow staff to feel empowered in their daily work.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Break Through Coaching to new district and campus leaders. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department & School Leadership Department</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide cycle of support to departmental and campus leadership through Human Resources round tables. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop process and procedures to streamline internal district communication to campus leaders. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct Connection and Collaboration Rounding (CCR) with Team One leaders. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Superintendent</p>	Formative		
	Jan	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide for employee voice through monthly Superintendents Teacher Advisory Council meetings.</p> <p>Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools.</p> <p>Staff Responsible for Monitoring: Superintendent Office Human Resources Department</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			













Goal 2: High Performing and Engaged Workforce














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

Evaluation Data Sources: annual appraisals, student data

Summative Evaluation: Met Objective

Next Year's Recommendation: In this area, all areas of the performance objective with the exception of fully expanding our TIA plan were met. We will continue with the building on 2.2 objectives and creating new strategies to meet all goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campus and district leaders with "coaching for high performance" training. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Curriculum & Instruction Department School Leadership Department Human Resources Department</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop Phase 2 of the Teacher Incentive Allotment (TIA) grant process and implement Phase 1 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</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide cycle of support to departmental and campus leadership through HR round tables. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Appraise all non-T-TESS, T-APSS & T-PESS staff using the District created Evaluation tool that defines what a "highly effective" employee is. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Jan	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Induction of all new employees. Staff Responsible for Monitoring: Human Resources Department Curriculum & Instruction Department</p>	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Devise comprehensive Annual/Professional Development plan across departments and employee groups as well as timeline. Strategy's Expected Result/Impact: Give our staff a voice to drive continuous improvement across their district, their schools. Staff Responsible for Monitoring: Human Resources Department Curriculum & Instruction Department Safety & Student Services Department</p>	Formative		
	Jan	Mar	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide training for all staff and students (when appropriate) of district policies related to: Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Mental Health Awareness SB360 -Child Abuse -Sexual Harassment -Stop the Bleed -Cybersecurity -Title IX -Dropout Prevention TEC 11.252(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: Staff and student awareness and training of district policies related to dating violence, sexual abuse and other maltreatment of students, multi-hazard Emergency Operating Plan (MEOP), freedom from bullying, allergy plan, Mental Health Awareness, child abuse and sexual harassment. Staff Responsible for Monitoring: Human Resources Department</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.













Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student survey participation. Strategy's Expected Result/Impact: Increase by 5 percent (Baseline Y2 to Y3). Staff Responsible for Monitoring: Communications & Engagement Department	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student coverage via social media. Strategy's Expected Result/Impact: Engagement reports by district / campus reveal improved connection, awareness. Staff Responsible for Monitoring: Communications & Engagement Department	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide for student voice via podcast interviews. Strategy's Expected Result/Impact: Published podcast sessions, completed interview schedule.	Formative		
	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Quality Service and Impactful Community Engagement

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

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase family survey participation. Strategy's Expected Result/Impact: Increase 5 percent (Baseline Y2 to Y3). Staff Responsible for Monitoring: Communications & Engagement Department</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase family coverage via social media. Strategy's Expected Result/Impact: Engagement reports by district / campus reveal improved connection, awareness. Staff Responsible for Monitoring: Communications & Engagement Department</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Professional Development for front office staff and district teams for positive customer service (as part of master Professional Development plan in 2.1) Strategy's Expected Result/Impact: Conducted Customer Service Trainings I & II in Fall and Spring. Staff Responsible for Monitoring: Communications & Engagement Department Human Resources Department</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Analyze information from parent and student surveys and implement activities to strengthen parental and family engagement. Section 1116(a)(2)(B) Strategy's Expected Result/Impact: Increase in activities for parent and family engagement. Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			











Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide parent voice via podcast interviews.</p> <p>Strategy's Expected Result/Impact: Published podcast sessions, schedule of interviews completed.</p> <p>Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			
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Goal 3: Quality Service and Impactful Community Engagement

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

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase community survey participation. Strategy's Expected Result/Impact: Increase participation by 10 percent (Baseline Y2 to Y3). Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide new podcast channel for greater community engagement. Strategy's Expected Result/Impact: Access to published channel, website posting(s), procedures added to regulation manual, and increased engagement/following via podcast subscription reports. Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Professional Development for administrators/teachers/staff regarding best practices for communicating with the public (to include media procedures). Strategy's Expected Result/Impact: Released News Media Procedures and best practices, beginning development of professional development in-person training plan. Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct Bond 2022 informational campaign. Strategy's Expected Result/Impact: History of published content via website, mailouts/meetings conducted and documented via completed Communications Timeline for bond informational release / engagement. Staff Responsible for Monitoring: Chief Communications & Engagement Officer</p>	Formative		
	Jan	Mar	June
			











Strategy 5 Details	Formative Reviews		
Strategy 5: Implement Board Advocacy Plan. Strategy's Expected Result/Impact: Board progress toward fulfillment of their plan, as documented via monthly Board Progress Reports. Staff Responsible for Monitoring: Superintendent / Chief Communications & Engagement Officer	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop web page, open form, and process for community members to volunteer to serve on various district committees. Strategy's Expected Result/Impact: Creation, Implementation of new process for 2023-24 school year (Spring release, 2023). Staff Responsible for Monitoring: Communications & Engagement Office	Formative		
	Jan	Mar	June
			
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Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 1: 4.1 Annually improve operational processes.

Summative Evaluation: Met Objective




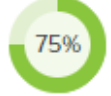





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop written Board Policy Review Process and Timeline. Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Complete quarterly Exterior Facility Assessments District-Wide to identify items that may affect safety, operations and/or curb appeal. Create action items based on these assessments. Strategy's Expected Result/Impact: Improved maintenance, property/equipment longevity and curb appeal. Staff Responsible for Monitoring: Executive Director of Safety & Student Services</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a plan for new paperless and automation initiatives relating to approval processes Strategy's Expected Result/Impact: Efficiency in approval processes, cash handling/management, and district forms Staff Responsible for Monitoring: Business & Finance Department</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Complete necessary requirements to apply for the TASBO Award of Excellence in Financial Management Strategy's Expected Result/Impact: The Award of Excellence in Financial Management recognizes Texas school districts that have implemented professional standards, best practice procedures and innovations in financial reporting. Staff Responsible for Monitoring: Assistant Superintendent for Business & Finance</p>	Formative		
	Jan	Mar	June
			














Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Complete the necessary requirements to apply for the TASBO Purchasing Award of Merit</p> <p>Strategy's Expected Result/Impact: The TASBO Award of Merit for Purchasing Operations recognizes Texas schools that are committed to following professional standards in the acquisition of goods and services.</p> <p>Staff Responsible for Monitoring: Coordinator of Purchasing</p>	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize project management software (Smartsheet) to monitor, manage, and inform district stakeholders on ongoing construction projects</p> <p>Strategy's Expected Result/Impact: Smartsheet will assist with tracking, monitoring, budgeting, and communicating for each construction project</p> <p>Staff Responsible for Monitoring: Construction Manager</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Efficient and Effective District and Campus Operations

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

Summative Evaluation: Met Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prepare and adopt an effective Annual Budget & Tax Rate for the 2023-2024 school year Strategy's Expected Result/Impact: To prepare, present, and adopt an effective budget and tax-rate for the 2023-2024 school year Staff Responsible for Monitoring: Assistant Superintendent for Business & Finance</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to develop written administrative policies and procedure for business-finance related duties and responsibilities. Strategy's Expected Result/Impact: Streamlined processes, efficiency, consistency, and cost effectiveness Staff Responsible for Monitoring: Assistant Superintendent for Business & Finance Business/Finance Department</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to improve Financial Transparency outlook on district website Strategy's Expected Result/Impact: 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:</p> <p>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</p> <p>Provide clear and meaningful financial information not only by posting financial documents, but also through summaries, visualizations, downloadable data and other relevant information.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Business & Finance Business/Finance Department</p>	Formative		
	Jan	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training opportunities to internal stakeholders on budget & finance related topics Strategy's Expected Result/Impact: Ensure a common understanding of business & finance related policies, procedures, and practices Staff Responsible for Monitoring: Business & Finance Department	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Train campus leaders on inventory process. Staff Responsible for Monitoring: Technology Department	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop an inventory process for resources. Staff Responsible for Monitoring: Curriculum & Instruction Department Technology Department	Formative		
	Jan	Mar	June
			
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Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.

Summative Evaluation: Met Objective




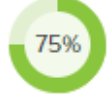








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete the 2021-2022 school year Annual Financial Report timely and with No Findings</p> <p>Strategy's Expected Result/Impact: Each year, a Charter School, Independent School District (ISD) or education service center (ESC) must take the following steps:</p> <ul style="list-style-type: none"> - Prepare its annual financial statements. - Have its annual financial statements audited by a licensed independent certified public accountancy (CPA) firm. - Submit the resulting audited annual financial and compliance report (AFR) and additional data to the Texas Education Agency (TEA) for review. <p>Staff Responsible for Monitoring: Assistant Superintendent for Business & Finance Director of Business Services</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop an inventory process for resources.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Department Technology Department</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct a demographics study for G-PISD</p> <p>Strategy's Expected Result/Impact: The study will encompass many aspects important to your development, including state and local economic activity, historical enrollment trends, and any residential developments that will impact you in the future. We compile all of this information into easy-to-read graphs and summaries. Using this data, the study provides you with 10-year enrollment projections for the total district by grade and campus, as well as campus-by-campus grade level projections.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Business & Finance PEIMS/Database Administrator</p>	Formative		
	Jan	Mar	June
			

















Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to develop a 10-year replacement plan for capital outlay Staff Responsible for Monitoring: Business/Finance Department Technology Department Maintenance Department	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Train campus leadership on inventory process to be conducted at the beginning and end of each school year. Staff Responsible for Monitoring: Technology Department	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor, finalize, and ensure compliance measures are met for COVID-19 related federal funds as they begin to close Strategy's Expected Result/Impact: As COVID-19 related funding comes to an end, the expected result is to ensure programmatic & financial compliance Staff Responsible for Monitoring: Business & Finance Department Curriculum & Instruction	Formative		
	Jan	Mar	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>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 4: 4.4 Annually improve safety and security.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete 2023 Safety and Security Audit. Strategy's Expected Result/Impact: Audit will reveal updated list of safety needs and potential areas of risk. Staff Responsible for Monitoring: Safety & Student Services Department</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Annually review and revise District Emergency Operations Plan and specialized Emergency Action Plans. Staff Responsible for Monitoring: Safety & Student Services Department</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extend random metal detector checks to all secondary campuses. Strategy's Expected Result/Impact: Detectors will function as a protective deterrent for students who may consider bringing weapons into school building. Staff Responsible for Monitoring: Safety & Student Services Department Campus Administration</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue ongoing maintenance/upgrades and replacement of access control and security cameras to include addition of cameras in locations of need. Staff Responsible for Monitoring: Safety & Student Services Department Technology Department</p>	Formative		
	Jan	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve facility security by implementing updated door policy, exterior door audit and documented monthly door sweeps. Strategy's Expected Result/Impact: Door/Lock repairs will be more timely, policy reinforcement will result in near 100% compliance as documented by sweeps. Staff Responsible for Monitoring: Safety Dept. and Campus Administration</p>	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide a structured and supportive learning and working environment, through the RAPTOR alert system. Strategy's Expected Result/Impact: Safe and supportive learning and working environment Staff Responsible for Monitoring: Safety Dept. and Campus Administration Funding Sources: - Grant: Fund 289 Title IV, Part A - \$14,400</p>	Formative		
	Jan	Mar	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The District will participate in the ESC 2 Program and Services School Health and Safety Cooperative Strategy's Expected Result/Impact: Safe and supportive learning and working environment Staff Responsible for Monitoring: Exec. Director for Safety and Student Services Funding Sources: - Grant: Fund 289 Title IV, Part A - \$1,250</p>	Formative		
	Jan	Mar	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code). Board Policy FFH (Legal and Local) Strategy's Expected Result/Impact: Safe and supportive leaning and working environment. Staff Responsible for Monitoring: Exec. Director for Safety and Student Services Campus Administration Counselors</p>	Formative		
	Jan	Mar	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>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$4,091,608.00

Total FTEs Funded by SCE: 24.75

Brief Description of SCE Services and/or Programs

SCE funded Gap Intervention Specialists (3-5) to work with at-risk students, both individually and in groups, to close the achievement gaps between students of different ethnicities and socio-economic status. The Gap Intervention Specialists also are responsible for before and after school tutoring or students who are at-risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment. Some of the major responsibilities of the Intervention Specialists include teaching targeted interventions to students daily, using research-based strategies and resources, meet regularly with content-area teams and professional learning communities to plan instruction that correlates with individual students' needs. Gregory Portland ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less administrative costs. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consist of the required curriculum for each school district that services grades Kinder – 12th. GPISD supplemental expenditures include the following: • Gap Intervention Specialists K-5th grade • ½ day Prekindergarten Teacher funding • Tutorials • Computer-assisted instruction • Specialized staff development to train personnel who are working with students at risk of dropping out of school. • Specialized reading and math materials • Specialized reading and math programs • STAAR remediation • Individualized instruction • Accelerated instruction

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
DAEP	Secretary	1
DAEP	Paraprofessional	1
DAEP	Teacher	1
DAEP	Teacher	1
DAEP	Teacher	1
EC GIS	Gap Intervention Specialist	1
EC GIS	Gap Intervention Specialist	1
EC Pre-Kinder	Teacher	0.5
EC Pre-Kinder	Teacher	0.5
EC Pre-Kinder	Paraprofessional	0.5
EC Pre-Kinder	Paraprofessional	0.5
G-PISD	Social Worker	1
G-PISD	Social Worker	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
G-PISD	Social Worker	1
SFA GIS	Gap Intervention Specialist	1
SFA GIS	Gap Intervention Specialist	1
SFA Pre-Kinder	Paraprofessional	0.5
SFA Pre-Kinder	Paraprofessional	0.5
SFA Pre-Kinder	Teacher	0.5
SFA Pre-Kinder	Teacher	0.5
TMC GIS	Gap Intervention Specialist	1
TMC GIS	Gap Intervention Specialist	1
TMC Pre-Kinder	Paraprofessional	0.5
TMC Pre-Kinder	Teacher	0.5
WCA GIS	Gap Intervention Specialist	1
WCA Pre-Kinder	Paraprofessional	0.5
WCA Pre-Kinder	Teacher	0.5
WLC	Teacher	0.875
WLC	Teacher	1
WLC	Teacher	1
WLC	Teacher	0.875

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
SFA Paraprofessional	Instructional Paraprofessional	Title 1	1.0
SFA Paraprofessional	Instructional Paraprofessional	Title 1	1.0
SFA Title 1 Instructional Coach	Instructional Coach	Title 1	1.0
TMC Paraprofessional	Instructional Paraprofessional	Title 1	1.0
TMC Paraprofessional	Instructional Paraprofessional	Title 1	1.0
TMC Paraprofessional	Instructional Paraprofessional	Title 1	1.0
TMC Title 1 Instructional Coach	Instructional Coach	Title 1	1.0
WCA Paraprofessional	Instructional Paraprofessional	Title 1	1.0
WCA Paraprofessional	Instructional Paraprofessional	Title 1	1.0
WCA Title 1 Instructional Coach	Instructional Coach	Title 1	1.0

District Funding Summary

Allotment: Fund 199 State GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Allotment: Fund 199 State CTE (PIC 22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,091,608.00
+/- Difference					\$4,091,608.00
Allotment: Fund 199 Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Allotment: Fund 199 State SCE (PIC 24,26,28,30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,500.00
1	1	2			\$51,750.00
1	2	2			\$51,750.00
Sub-Total					\$107,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$107,000.00

Allotment: Fund 199 State Bilingual/ESL (PIC 25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,100.00
1	1	3			\$13,900.00
1	4	3			\$3,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$102,826.00
+/- Difference					\$82,826.00

Allotment: Fund 199 Dyslexia (PIC 37,43)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Allotment: Fund 199 Early Education (PIC 36)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Allotment: Fund 199 CCMR (PIC 38)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Grant: Fund 211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Grant: Fund 224 IDEA B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 225 IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 244 Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$12,440.00
Sub-Total					\$12,440.00
Budgeted Fund Source Amount					\$34,819.00
+/- Difference					\$22,379.00
Grant: Fund 255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$113,344.00
+/- Difference					\$113,344.00
Grant: Fund 263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$24,702.00
+/- Difference					\$24,702.00

Grant: Fund 279 TCLAS Decision 4					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 279 TCLAS Decision 6					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 289 P-TECH					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	6			\$14,400.00
4	4	7			\$1,250.00
Sub-Total					\$15,650.00
Budgeted Fund Source Amount					\$47,516.00
+/- Difference					\$31,866.00
Grant: Fund 429 Dyslexia Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Grant: Fund 429 School Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grant: Fund 429 TCLAS Decision 10					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$311,670.00
Sub-Total					\$311,670.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$311,670.00
Grand Total Budgeted					\$4,414,815.00
Grand Total Spent					\$466,760.00
+/- Difference					\$3,948,055.00