

Gregory-Portland Independent School District
Gregory-Portland Middle School
2022-2023 Campus Improvement Plan



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

Revised/Approved: September 9, 2022

School Processes & Programs

School 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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
- PSAT
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS







Goals







Goal 1: Exceptional Student Performance








Performance Objective 1: 1.1 We will increase student performance on STAAR Reading for all students and all student groups by 10%.

Evaluation Data Sources: TEA STAAR Data Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Designated "Wildcat Wednesday" weekly PLC time will provide teachers professional development for designing plans to include quality instructional materials, best instructional practices, classroom routines maximizing instruction, and strategies to ensure student progress.</p> <p>Strategy's Expected Result/Impact: Campus Leadership Team will provide coaching/feedback ensuring maximizing instruction is focused on strategies to close student achievement gaps.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$1,268, - Allotment: Fund 199 State GT (PIC 21) - \$5,800, - Allotment: Fund 199 Special Education (PIC 23) - \$1,470, - Allotment: Fund 199 Dyslexia (PIC 37,43) - \$1,701</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District and Campus Leadership Teams will provide teacher professional development and facilitated planning with district content specialists to develop capacity in Reading STAAR and Common Assessment Data analysis to create accelerated learning plans for all students.</p> <p>Strategy's Expected Result/Impact: Teacher professional development and facilitated planning with district content specialists will provide the necessary tools and resources to drive student achievement on the Reading STAAR and Common Assessments.</p> <p>Staff Responsible for Monitoring: Social Studies Specialist - Amy McClellan Principal - John Trevino Academic Dean - Cristina Leal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Campus Leadership Team will implement an Advisory Class time to focus on student progress through evaluating and using student data to monitor and adjust instruction and differentiate for individual student learning. The Engage Inspire Empower (E.I.E) Advisory Class will incorporate student centered and small group instruction for low performing students with opportunities to offer Reading TEKS targeted Tier II support.</p> <p>Strategy's Expected Result/Impact: Through the E.I.E. Advisory Class, teachers will focus on prioritizing student centered and small group instruction to ensure improved STAAR Reading results.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal E.I.E. Advisory Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of House Bill 4545 Tutors during the school day will provide intervention lessons and implementation of the Reading Program "BookNook" to ensure maximum instruction is focused on closing student achievement gaps.</p> <p>Strategy's Expected Result/Impact: Implementation of HB 4545 Tutors will provide support for increased Reading STAAR Results.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal E.I.E. Advisory Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Tutor - Grant: Fund 279 TCLAS Decision 6 - \$12,500, - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$5,000</p>	Formative		
	Jan	Mar	June
			

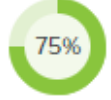





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement an effective campus-wide horizontally and vertically aligned instructional reading strategy model aimed at Tier 1 instruction. Utilization of the the R.A.C.E. strategy model will guide students to organize their thinking and writing. R.A.C.E. is a mnemonic device that helps students write open-ended constructed responses. This strategy is especially helpful for struggling readers and writers, but it can also be helpful scaffolding for all students. Through each step, such as Re-stating, Answering, Citing text evidence, and Elaborating answers, students are able to use textual evidence to support their answers. As a result, students learn essential skills as they practice writing complete, thorough, and clear responses.</p> <p>Strategy's Expected Result/Impact: Campus Leadership Teams will provide ongoing professional development and continuous support ensuring maximized instruction is focused on the R.A.C.E. Strategy model within lesson plans and classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal ELAR Dept. Chair - Stacy McClary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance

Performance Objective 2: 1.2 We will increase student performance on STAAR Math for all students and all student groups by 10%.


Evaluation Data Sources: TEA STAAR Data Reports


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Designated "Wildcat Wednesday" weekly PLC time will provide teachers professional development for designing plans to include quality Math instructional materials, best instructional practices, classroom routines maximizing instruction, and strategies to ensure student progress.</p> <p>Strategy's Expected Result/Impact: Campus Leadership Team will provide coaching/feedback ensuring maximizing instruction is focused on strategies to close student achievement gaps in Math.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Allotment: Fund 199 Special Education (PIC 23) - \$1,470, - Allotment: Fund 199 Dyslexia (PIC 37,43) - \$1,701, - Allotment: Fund 199 State GT (PIC 21) - \$5,000, - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$1,267, - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$7,858</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District and Campus Leadership Teams will provide teacher professional development and facilitated planning with district content specialists to develop capacity in Math STAAR and Common Assessment Data analysis to create accelerated learning plans for all students.</p> <p>Strategy's Expected Result/Impact: Teacher professional development and facilitated planning with district content specialists will provide the necessary tools and resources to drive student achievement on the Math STAAR and Common Assessments.</p> <p>Staff Responsible for Monitoring: Math Specialist - Shannon Casas Principal - John Trevino Academic Dean - Cristina Leal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Campus Leadership Team will implement an Advisory Class time to focus on student progress through evaluating and using student data to monitor and adjust instruction and differentiate for individual student learning. The Engage Inspire Empower (E.I.E) Advisory Class will incorporate student centered and small group instruction for low performing students with opportunities to offer Math TEKS targeted Tier II support.</p> <p>Strategy's Expected Result/Impact: Through the E.I.E. Advisory Class, teachers will focus on prioritizing student centered and small group instruction to ensure improved STAAR Math results.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal E.I.E. Advisory Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of House Bill 4545 Tutors during the school day will provide intervention lessons and implementation of the Math Program "Zearn" to ensure maximum instruction is focused on closing student achievement gaps.</p> <p>Strategy's Expected Result/Impact: Implementation of HB 4545 Tutors will provide support for increased Math STAAR Results.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal E.I.E. Advisory Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Tutor - Grant: Fund 279 TCLAS Decision 6 - \$12,500</p>	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math Accelerated Instruction during the school day to include differentiated and scaffolded support for students.</p> <p>Strategy's Expected Result/Impact: Highly qualified Math teacher will provide opportunities for differentiated and scaffolded support to increase Math STAAR Results.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal Math District Specialist - Shannon Casas Math FTE teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Highly qualified Math FTE for Accelerated Instruction - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$83,000 , - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$5,000</p>	Formative		
	Jan	Mar	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue











Goal 1: Exceptional Student Performance

Performance Objective 3: 1.3 We will increase student performance in College, Career, and Military Readiness for all students and all student groups.

HB3 Goal

Evaluation Data Sources: Xello Participation Reports

Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will utilize Xello in grades 6-8 to inform and provide feedback to students with available college and career opportunities based on their individual inventory career interests with a drive toward college and career readiness and postsecondary success.</p> <p>Strategy's Expected Result/Impact: Inventory results will be reviewed and discussed during transitional meetings with students to make appropriate personal graduation action plans.</p> <p>Staff Responsible for Monitoring: Counselors Diagnosticians Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
	 <p>25%</p>	 <p>35%</p>	 <p>90%</p>
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Counselors will provide a High School and College Pathways night to introduce High School and College pathways to students and their parents/guardians ensuring that all students are on a path to success before entering high school.</p> <p>Strategy's Expected Result/Impact: Students will enter high school with the knowledge and expectations to make informed decisions regarding CCMR.</p> <p>Staff Responsible for Monitoring: Counselors Campus Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
	 <p>15%</p>	 <p>30%</p>	 <p>65%</p>
 No Progress  Accomplished  Continue/Modify  Discontinue			














Goal 1: Exceptional Student Performance

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

Evaluation Data Sources: Collaborative Culture Professional Development
Kagan Cooperative Learning Structures

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Campus Leadership Team will provide ongoing professional development on Kagan Strategies as it pertains to student engagement, learning objectives, opening activities, and differentiation strategies.</p> <p>Strategy's Expected Result/Impact: With the utilization of Kagan Strategies built into lesson plans, teachers will be able to increase student engagement within the classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administrators Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will implement a school-wide accelerated instruction computer program "Progress Learning" for Tier I instruction in all four core-content areas.</p> <p>Strategy's Expected Result/Impact: Analysis of MAP NWEA Campus Summary Reports data will allow for student centered instruction focusing on growth and progress for all students in all core-content areas.</p> <p>Staff Responsible for Monitoring: Principal - John Trevino Academic Dean - Cristina Leal</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	Mar	June
			

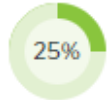





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will provide opportunities for students to experience real-world science simulations through technology.</p> <p>Strategy's Expected Result/Impact: Providing real-world scenarios will allow for an increase in student engagement and experiences.</p> <p>Staff Responsible for Monitoring: Academic Dean Math and Science District Coordinator Science Teachers</p> <p>Funding Sources: - Grant: Fund 289 Title IV, Part A - \$5,000</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will provide EB/ESL after-school tutoring with the use of Rosetta Stone to support ELL learners in all core content areas.</p> <p>Strategy's Expected Result/Impact: With the use of Rosetta Stone, the campus will be able to meet the needs of our ELL students and impact student achievement in all core content areas.</p> <p>Staff Responsible for Monitoring: Academic Dean Grade 6 teacher - Lay Grade 7/8 teacher - Vanderford</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Campus Leadership team will develop and implement a learning recovery intervention school program</p> <p>Strategy's Expected Result/Impact: A learning recovery program will enable students to recover fundamental learning gaps towards promotion and bring down the numbers for summer school.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance

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

Evaluation Data Sources: Campus Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will implement the Character Strong lessons each week in their Engage, Empower and Inspire (E.I.E.) advisory class.</p> <p>Strategy's Expected Result/Impact: Implementation of the Character Strong lessons will help maintain or increase school safety and comfort to students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Counselors E.I.E. Advisory teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Character Strong Curriculum - Grant: Fund 289 Title IV, Part A - \$500</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will implement a school-wide electronic Hall pass system with the use of E-Hallpass to monitor hallway traffic and maximize instruction time from entrance to exit.</p> <p>Strategy's Expected Result/Impact: Implementation and utilization of E-Hallpass will ensure all students to maximize their instructional time spent in class.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Hall Monitors Teachers and Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			











Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will implement the use of metal detectors on campus. Students will be randomly selected as they enter the campus building at the front entrance or bus entrance five times a week.</p> <p>Strategy's Expected Result/Impact: Implementation of metal detectors will provide the safety and security for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Hall Monitors Campus SRO</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus and District will conduct various student safety surveys throughout the school year during E.I.E advisory classes.</p> <p>Strategy's Expected Result/Impact: Survey results will enlighten administration as to the deficits in feelings of school safety amongst students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: High Performing and Engaged Workforce

Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction.

Evaluation Data Sources: Climate Survey

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Leadership Team will develop through Microsoft Forms, conduct, and analyze a staff satisfaction or needs surveys at the Middle and End of Year.</p> <p>Strategy's Expected Result/Impact: Data from the staff surveys will allow for the Campus Leadership Team to implement appropriate processes or procedures to remedy issues. Thus, creating an effective workforce throughout our campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus instructional leaders will develop and implement "Wildcat Wednesday" PLC time to focus on student progress, formative data, and internalization of high quality lesson plans.</p> <p>Strategy's Expected Result/Impact: Implementation of an effective "Wildcat Wednesday" PLC time provides teachers a vehicle to drive continuous improvement school-wide.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Academic Dean Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: HR Reports








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Administrators and leaders will provide ongoing leadership coaching, developmental support, and feedback loops for teacher improvement through The Solution Tree Results Coaching Global team utilizing the Leadership Coaching for High Performance Framework.</p> <p>Strategy's Expected Result/Impact: Implementation of the Leadership Coaching Framework will provide teachers with a voice, skills, and systems to drive continuous improvement across the school.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus Principal provides campus administrators effective coaching through regularly scheduled job-embedded feedback consistent with best practices for adult learning, modeling, and observation and feedback.</p> <p>Strategy's Expected Result/Impact: Implementation of effective Principal coaching will provide assistant principals and academic dean with a voice, skills, and systems to drive continuous improvement across the school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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

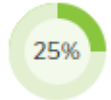






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will engage incoming 6th grade students by inviting students and their parents/guardians to the 6th Grade Wildcat Camp reflecting on campus procedures, routines, and behavior expectations.</p> <p>Strategy's Expected Result/Impact: Wildcat Camp will promote a supportive school culture while ensuring a positive transition from 5th grade to 6th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Academic Dean Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Quality Service and Impactful Community Engagement

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

Evaluation Data Sources: Campus Survey








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Leadership Team will develop through Microsoft Forms, conduct, and analyze a Parent/Family survey at the End of the Year.</p> <p>Strategy's Expected Result/Impact: Data from the parent/family will allow for the Campus Leadership Team to implement appropriate processes or procedures to remedy issues. Thus, creating an effective workforce with our stakeholders throughout our campus.</p> <p>ESF Levers: Lever 3: Positive School Culture</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>			

Goal 3: Quality Service and Impactful Community Engagement

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








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will develop and utilize community-wide channels of communication (including, but not limited to; Social media, G-P News, etc.) to increase outreach and engagement from all stakeholders.</p> <p>Strategy's Expected Result/Impact: Utilization of community-wide communication will give stakeholders a voice, set of skills, and systems to drive continuous improvement across the school.</p> <p>Staff Responsible for Monitoring: Campus staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: All stakeholders are collaboratively engaged in the development of a comprehensive discipline matrix under the direction of G-P High School.</p> <p>Strategy's Expected Result/Impact: Development of a comprehensive discipline matrix will provide consistency and equity between discipline officers.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals At-Risk Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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>			

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: Adopt an effective annual budget for the campuses and departments, Strategy's Expected Result/Impact: Strategic allocation of resources drive continuous improvement across the school. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Adopt an effective annual budget for the campuses and departments.</p> <p>Strategy's Expected Result/Impact: Strategic allocation of resources drive continuous improvement across the school.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 4: 4.4 Annually improve safety and security.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review and refine campus procedures and protocols that are authentic, adequate, and implemented with fidelity.</p> <p>Strategy's Expected Result/Impact: Effective procedures will drive continuous improvement across the school.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Allotment: Fund 199 State GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,800.00
1	2	1			\$5,000.00
Sub-Total					\$10,800.00
Budgeted Fund Source Amount					\$10,800.00
+/- Difference					\$0.00
Allotment: Fund 199 Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,470.00
1	2	1			\$1,470.00
Sub-Total					\$2,940.00
Budgeted Fund Source Amount					\$2,940.00
+/- Difference					\$0.00
Allotment: Fund 199 State SCE (PIC 24,26,28,30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$5,000.00
1	2	1			\$7,858.00
1	2	5			\$5,000.00
1	2	5	Highly qualified Math FTE for Accelerated Instruction		\$83,000.00
Sub-Total					\$100,858.00
Budgeted Fund Source Amount					\$100,858.00
+/- Difference					\$0.00
Allotment: Fund 199 State Bilingual/ESL (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,268.00
1	2	1			\$1,267.00
Sub-Total					\$2,535.00

Allotment: Fund 199 State Bilingual/ESL (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$2,535.00
+/- Difference					\$0.00
Allotment: Fund 199 Dyslexia (PIC 37,43)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,701.00
1	2	1			\$1,701.00
Sub-Total					\$3,402.00
Budgeted Fund Source Amount					\$3,402.00
+/- Difference					\$0.00
Grant: Fund 279 TCLAS Decision 6					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Tutor		\$12,500.00
1	2	4	Reading Tutor		\$12,500.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$0.00
Grant: Fund 289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$5,000.00
1	5	1	Character Strong Curriculum		\$500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$151,035.00
Grand Total Spent					\$151,035.00
+/- Difference					\$0.00