

**Gregory-Portland Independent School District**  
**Gregory-Portland High 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: July 25, 2022

## Demographics

### Demographics Summary

The communities of Gregory and Portland are located in the Southeastern portion of San Patricio County, just eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 20,000. Gregory-Portland High School covers a 10 square acre area and maintains an enrollment of approximately 1,400 students. With the projected growth in industry and availability of housing in the coming years, we can expect to see an increase in enrollment. Campus percentages of English Learners (EL) have increased slightly from 2.94% in 2021-22 to 3.01% in 2022-2023. The Hispanic population continues to increase from 58.66% in 2021-22 to 60.79% in 2022-2023. Attendance rates have sharply dropped from the pre-pandemic percentage of 95.8% in 2019 to 92.32% in 2023.

### Demographics Strengths

EOC scores significantly improved English I, Biology, and US History from the previous school year. There was also improvement in English II EOC and Algebra I performed better than the region and on par with the state. **The percentage of graduates earning one or more industry-based certifications increased from 11.60% in 2021 to 26.70% in 2022.**

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Lower attendance rates have led to a decrease in instruction, thus leading to lower than expected EOC scores. **Root Cause:** The pandemic led to attendance and instructional irregularities.

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

**Problem Statement 3:** Inclusive practices may have not been analyzed **Root Cause:** Changing demographics and community

# Student Achievement

## Student Achievement Summary

### Spring 2022 EOC Results

Subject	All Students Approaches GPHS	All Students Approaches STATE	Difference
Algebra I	74%	74%	0
Biology	83%	82%	+1
English I	62%	63%	-1
English II	74%	71%	+3
US History	92%	89%	+3

GPHS was at or above the state percentage for All Students meeting the approaches level on the EOC on 4 of the 5 tested subject areas.

	GPHS Alg I	State Alg I	DIFF	GPHS Biology	State Biology	DIFF	GPHS English I	State English I	DIFF	GPHS English II	State English II	DIFF	GPHS US History	State US History	DIFF
<b>Hispanic</b>	61	70	-9	75	78	-3	53	56	-3	70	65	+5	88	87	+1
<b>White</b>	72	84	-8	94	93	+1	78	79	-1	83	84	-1	99	96	+3
<b>Economically Disadvantaged</b>	61	67	-6	76	76	0	48	53	-5	64	62	+2	88	85	+3
<b>Special Education</b>	36	41	-5	47	54	-7	16	22	-6	17	28	-11	52	63	-11

For our sub-groups, only 6 out of the 20 subgroup/subject categories were above the state percentage for Approaches Grade Level.

### Student Achievement Strengths

When analyzing our data for the first-time tested students, GPHS was above the state in Approaches Grade Level and Meets Grade Levels, and Masters Grade Level in Algebra I, English II, and US History, and Approaches and Meets for Biology. The only one of the 5 tested areas below the state for first-time testers was English I. US History was our strongest subject with our first-time and retesters above the state for approaches and meets as well as ALL subgroups.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English I scores for Approaches, Meets, and Masters for first time testers and retesters were below the state average for all students and all student groups.

**Root Cause:** Prerequisite deficits and need for interventions

**Problem Statement 2:** Retesters in Algebra I, Biology, English I, and English II were below the state performance numbers in Approaches, Meets, and Masters. **Root Cause:** Lack of adequate interventions and reviews for EOC retesters in all subjects.

**Problem Statement 3:** Some of our practices in the past have been focused on inputs (teaching) and not student outputs (learning.) **Root Cause:** Shifting the focus to student learning

**Problem Statement 4:** Vertical and Horizontal Alignment of curriculum is lacking in some areas. **Root Cause:** Campus and district teams not operating in Professional Learning Communities.

**Problem Statement 5:** Balancing the correct amount of technology-based instruction with student centered, in-person instruction since coming out of Covid shutdowns. **Root Cause:** Students need a good balance of the two types of instruction

**Problem Statement 6:** Lower attendance rates have led to a decrease in instruction, thus leading to lower than expected EOC scores. **Root Cause:** The pandemic led to attendance and instructional irregularities.

# School Culture and Climate

## School Culture and Climate Summary

Gregory-Portland High School has a positive, supportive group of faculty, staff, and students. There is great school spirit and the desire to push our students achieve greatness. We pride ourselves in producing students that are ready for their life after high school whether that includes postsecondary schooling, military, technical school, or the work force.

## School Culture and Climate Strengths

High expectations for our upper-level students and participation / excellence in extra-curricular activities.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Some of our practices in the past have been focused on inputs (teaching) and not student outputs (learning.) **Root Cause:** Shifting the focus to student learning

**Problem Statement 2:** Inclusive practices may have not been analyzed **Root Cause:** Changing demographics and community

**Problem Statement 3:** We need more systems to support and retain new teachers. **Root Cause:** Lack of systems in place

**Problem Statement 4:** Staff want to be recognized more frequently for their work. **Root Cause:** Need to feel appreciated

**Problem Statement 5:** Vertical and Horizontal Alignment of curriculum is lacking in some areas. **Root Cause:** Campus and district teams not operating in Professional Learning Communities.

**Problem Statement 6:** Some students feel that they do not have input or a voice in decisions on campus. **Root Cause:** Lack of student advisory committee for campus

**Problem Statement 7:** Clarify procedures and roles for instructional and office staff. **Root Cause:** Some procedures and roles have not been previously defined. We want to ensure clarity and limit duplication of efforts.

**Problem Statement 8:** Lower attendance rates have led to a decrease in instruction, thus leading to lower than expected EOC scores. **Root Cause:** The pandemic led to attendance and instructional irregularities.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- 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
- 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
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: November 29, 2022

## Goal 1: Exceptional Student Performance







**Performance Objective 1:** 1.1 Annually increase performance in reading for all students and all student groups. From All 54%, White 66%, Hispanic 46%, African American 44%, EL 19%, ED 43%, Sped 15% to All 77%, White 83%, Hispanic 73%, African American 72%, EL 60%, ED 72%, Sped 62%.




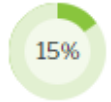






**High Priority**

**Evaluation Data Sources:** English I STAAR EOC, English II STAAR EOC, MAP Test-Reading, TSIA2-ELA

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Accelerated Instruction  <b>Strategy's Expected Result/Impact:</b> AI should increase EOCs scores for student who previously failed the EOC .  <b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$6,500</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analysis of Frequently Missed EOC Questions to Determine Future Instruction through Teacher Collaboration and PLCs.  <b>Strategy's Expected Result/Impact:</b> Strategy should increase EOC scores for all students.  <b>Staff Responsible for Monitoring:</b> School Leadership Team                      ELA Department</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted EOC Preparation for ELA</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted EOC preparation based on predictive indicators such as benchmarks, MAP data, and classroom performance should increase EOC scores for all students.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team ELA Department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$1,910</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create and implement an ESL / TELPAS Strategic Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for Emergent Bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team LPAC Coordinator District ESL Leadership</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$2,535</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implementation of dyslexia programming through purchase of phonemic awareness decks and training opportunities for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia programming will improve reading skills for students, thus improving student achievement and graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team Special Education Chair</p> <p><b>Funding Sources:</b> Phonemic Awareness Decks - Allotment: Fund 199 Dyslexia (PIC 37,43) - \$538, Teacher Training Opportunities - Allotment: Fund 199 Dyslexia (PIC 37,43) - \$2,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A
<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 1: Exceptional Student Performance**










**Performance Objective 2:** 1.2 Annually increase performance in math for all students and all student groups. From All 29%, White 40%, Hispanic 20%, EL 11%, ED 19%, SPED 14% to All 65%, White 70%, Hispanic 60%, EL 56%, ED 60%, SPED 57%.

**High Priority**


**Evaluation Data Sources:** Algebra I STAAR EOC, MAP Test-Math, TSIA2-Math


**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Accelerated Instruction  <b>Strategy's Expected Result/Impact:</b> Accelerated Instruction should increase EOCs scores for student who previously failed the EOC.  <b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$6,500</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analysis of Frequently Missed EOC Questions to Determine Future Instruction through Teacher Collaboration and PLCs.  <b>Strategy's Expected Result/Impact:</b> Strategy should increase EOC scores for all students.  <b>Staff Responsible for Monitoring:</b> School Leadership Team                      Math Department</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted EOC Preparation for Mathematics  <b>Strategy's Expected Result/Impact:</b> Targeted EOC preparation based on predictive indicators such as benchmarks, MAP data, and classroom performance should increase EOC scores for all students.  <b>Staff Responsible for Monitoring:</b> School Leadership Team                      Math Department</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$1,910</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			

 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 57%, White 63%, Hispanic 55%, African American 50%, EB 65%, ED 45%, and SPED 61% to All 79%, White 82%, Hispanic 78%, African American 75%, EL 83%, ED 73%, and SPED 81%







**High Priority**





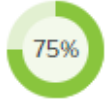





**HB3 Goal**

**Evaluation Data Sources:** TAPR CCMR percentages

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement G-PISD CTE Programs of study that align with local and state labor market data and determine and address any student barriers that exist.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide leaders and staff with opportunities and tools to continuously grow and improve in order to move students toward reaching their full potential.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team CTE Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 State CTE (PIC 22) - \$205,327, Updated culinary lab to align with industry standard - Grant: Fund 244 Carl Perkins - \$22,379</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify strategies to better prepare students for college assessments including SAT/ACT/TSIA and AP exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with opportunities and tools to continuously grow and improve in order to move students toward reaching their full potential.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team Campus Testing Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Xello for grades 7-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Xello is an online program that fully engages every student in building the skills, knowledge, and plans for future success -- regardless of background, ability, or pathway.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Funding Sources:</b> - Grant: Fund 244 Carl Perkins - \$12,440</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement and continue Gifted/Talented Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Servicing students through Dual Credit and AP courses.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team G/T Coordinator</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 State GT (PIC 21) - \$8,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
<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.










**High Priority**











**HB3 Goal**

**Evaluation Data Sources:** Graduation Rate  
Attendance Rate

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Fully implement PBIS. Include restorative practices in discipline matrix.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement effective alternative education program (WLC) aimed at at-risk students. Continue to monitor the success of students attending Wildcat Learning Center (WLC) to ensure credit attainment and accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> An effective alternative education program will lead to greater graduation rates among at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> WLC will be staffed by four teachers (2 X 1.000 and 2 X 0.875). - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$303,884, Edgenuity - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$16,300</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and implement a program to regain credits throughout the school year (winter night school, summer school).</p> <p><b>Strategy's Expected Result/Impact:</b> An effective summer school program will enable students to recover credits towards graduation.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$15,000</p>	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a plan of Positive Behavioral Interventions and Supports (PBIS) for the campus</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in school climate and decrease in discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team Campus PBIS Committee</p>	Formative		
	Jan	Mar	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide a structured and supportive learning environment for students removed from the regular campus by discretionary or mandatory means and placed in the District Alternative Education Program (DAEP). Review program criteria and provide modifications as necessary. Consider groups served, attendance rates, pre- and post-assessment results, dropout, and graduation rates.</p> <p>Students placed within DAEP will utilize the BASE curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> An effective DAEP will lead to greater graduation rates among at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> BASE program - Grant: Fund 289 Title IV, Part A - \$5,400, Edgenuity - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$16,300</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to provide and monitor supports for special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 3 supports should lead to an increase in student achievement and graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team Guidance Counselors Special Education Chair SPED Department</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Special Education (PIC 23) - \$2,580</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
 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.

**High Priority**

**Evaluation Data Sources:** Surveys

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.





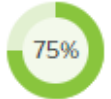





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement random metal detector procedures.  <b>Strategy's Expected Result/Impact:</b> Students who feel safe at school tend to perform better academically.  <b>Staff Responsible for Monitoring:</b> School Leadership Team  <b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$5,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and implementation of Vertically Aligned Discipline Matrix  <b>Strategy's Expected Result/Impact:</b> More consistent consequences for similar infractions and increased behavior supports  <b>Staff Responsible for Monitoring:</b> School Leadership Team</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
 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.**

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement effective PLCs.  <b>Strategy's Expected Result/Impact:</b> Effective PLCs give teachers a vehicle to drive continuous improvement across the school.  <b>Staff Responsible for Monitoring:</b> School Leadership Team                      Department Chairs</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop System to Improve Teacher Recognition  <b>Strategy's Expected Result/Impact:</b> Authentic recognition should increase teacher satisfaction.  <b>Staff Responsible for Monitoring:</b> School Leadership Team   <b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$1,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
<p>  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.**

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide effective coaching to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with a voice, skills, and systems to drive continuous improvement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$10,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide effective coaching to guidance counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide guidance counselors with a voice, skills, and systems to drive continuous improvement across the school through coaching strategies and professional development opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$7,500</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide effective coaching to School Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide assistant principals and academic dean with a voice, skills, and systems to drive continuous improvement across the school through coaching strategies and professional development opportunities..</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$10,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide for student voice through monthly Principals Student Advisory Committee meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with a voice, skills, and systems to drive continuous improvement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$2,000</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.**

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Determine other opportunities for parent engagement.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide for parent/family voice through monthly "Coffee with the Principal" meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide parents/families with a voice, skills, and systems to drive continuous improvement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$2,000</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 3: 3.3 Annually increase the percentage of community satisfaction and engagement.**

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal, but raise the stakes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To develop and utilize community-wide channels of communication (including social media, G-P News, etc.) to increase outreach and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide stakeholders with a voice, skills, and systems to drive continuous improvement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$2,000</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 1:** 4.1 Annually improve operational processes.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Review and include restorative practices.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop comprehensive discipline matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> A comprehensive discipline matrix will provide consistency and equity between discipline officers.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Team</p> <p><b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$1,000</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

**Next Year's Recommendation:** Same goal.







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Adopt an effective annual budget for the campuses and departments,  <b>Strategy's Expected Result/Impact:</b> Strategic allocation of resources drive continuous improvement across the school.  <b>Staff Responsible for Monitoring:</b> 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 3: 4.3 Ensure strategic alignment of resources.**

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Same goal.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Adopt an effective annual budget for the campuses and departments.  <b>Strategy's Expected Result/Impact:</b> Strategic allocation of resources drive continuous improvement across the school.  <b>Staff Responsible for Monitoring:</b> Principal   <b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$1,000</p>	Formative		
	Jan	Mar	June
	N/A		
<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:** Met Objective

**Next Year's Recommendation:** Continue to identify needs and develop and implement systems.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review and revise campus procedures to ensure they are up to date and adequate.  <b>Strategy's Expected Result/Impact:</b> Effective procedures will drive continuous improvement across the school.  <b>Staff Responsible for Monitoring:</b> School Leadership Team   <b>Funding Sources:</b> - Allotment: Fund 199 Regular Program (PIC 11) - \$1,000</p>	Formative		
	Jan	Mar	June
			
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>			

# Campus Funding Summary

Allotment: Fund 199 Regular Program (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$5,000.00
2	1	2			\$1,000.00
2	2	1			\$10,000.00
2	2	2			\$7,500.00
2	2	3			\$10,000.00
3	1	1			\$2,000.00
3	2	1			\$2,000.00
3	3	1			\$2,000.00
4	1	1			\$1,000.00
4	3	1			\$1,000.00
4	4	1			\$1,000.00
<b>Sub-Total</b>					\$42,500.00
<b>Budgeted Fund Source Amount</b>					\$241,428.00
<b>+/- Difference</b>					<b>\$198,928.00</b>
Allotment: Fund 199 State GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$8,000.00
<b>Sub-Total</b>					\$8,000.00
<b>Budgeted Fund Source Amount</b>					\$8,000.00
<b>+/- Difference</b>					\$0.00
Allotment: Fund 199 State CTE (PIC 22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$205,327.00
<b>Sub-Total</b>					\$205,327.00
<b>Budgeted Fund Source Amount</b>					\$205,327.00
<b>+/- Difference</b>					\$0.00

**Allotment: Fund 199 Special Education (PIC 23)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$2,580.00
<b>Sub-Total</b>					\$2,580.00
<b>Budgeted Fund Source Amount</b>					\$2,580.00
<b>+/- Difference</b>					\$0.00

**Allotment: Fund 199 State SCE (PIC 24,26,28,30)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$6,500.00
1	1	3			\$1,910.00
1	2	1			\$6,500.00
1	2	3			\$1,910.00
1	4	1	Edgenuity		\$16,300.00
1	4	1	WLC will be staffed by four teachers (2 X 1.000 and 2 X 0.875).		\$303,884.00
1	4	2			\$15,000.00
1	4	4	Edgenuity		\$16,300.00
<b>Sub-Total</b>					\$368,304.00
<b>Budgeted Fund Source Amount</b>					\$371,304.00
<b>+/- Difference</b>					\$3,000.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$2,535.00
<b>Sub-Total</b>					\$2,535.00
<b>Budgeted Fund Source Amount</b>					\$2,535.00
<b>+/- Difference</b>					\$0.00

**Allotment: Fund 199 Dyslexia (PIC 37,43)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Teacher Training Opportunities		\$2,000.00
1	1	5	Phonemic Awareness Decks		\$538.00
<b>Sub-Total</b>					\$2,538.00
<b>Budgeted Fund Source Amount</b>					\$2,538.00
<b>+/- Difference</b>					\$0.00

<b>Grant: Fund 244 Carl Perkins</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Updated culinary lab to align with industry standard		\$22,379.00
1	3	3			\$12,440.00
<b>Sub-Total</b>					\$34,819.00
<b>Budgeted Fund Source Amount</b>					\$34,819.00
<b>+/- Difference</b>					\$0.00
<b>Grant: Fund 289 Title IV, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	4	BASE program		\$5,400.00
<b>Sub-Total</b>					\$5,400.00
<b>Budgeted Fund Source Amount</b>					\$5,400.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$873,931.00
<b>Grand Total Spent</b>					\$672,003.00
<b>+/- Difference</b>					<b>\$201,928.00</b>