

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

Gregory-Portland High School

Campus Improvement Plan

2008-2009



Mission Statement

Gregory-Portland High School faculty and staff, with the partnership of citizens and students ,will provide opportunities for lifelong learning in a way that meets the needs of today's learners.

Equal Educational Opportunity

It is the policy of the Gregory-Portland Independent School District not to discriminate on the basis of race, color, religion, national origin, sex, or handicap in its programs and services.

Gregory-Portland High School Site-Based Decision Making Committee

Barbara Cade, Chairperson

<u>Parent Members</u>	<u>Students</u>	<u>Business/Community Members</u>
Jana Cross	Jordan Garcia – 11 th	Debbie Kemp
Mary Davidson	Hillary Snedeker – 12 th	
Rita Molina		

<u>Elected Members</u>		<u>Appointed Members</u>	
Debbie Armentor	Teacher	Kyde Eddleman	Assistant Principal
Della Dooley	Teacher	Dan Smith	Assistant Principal
Lori Garbe	Teacher	Terra Uptergrove	Assistant Principal
Lori Lee	Teacher	Holli West	Counselor
Shana Martin	Teacher	Emily Lorenz	District Testing Coordinator
Tom Reid	Teacher	Connie Maldonado	Communities In Schools
Alfredo Yzaguirre	Teacher		
Carrie Brown	Para Professional		

Federal No Child Left Behind-(NCLB)

By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment.

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment.

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

By 2005-06, all students will be taught by highly qualified Principals/Teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(viii)]

Performance indicator: The percentage of classes being taught by "highly qualified" Principals/Teachers in the aggregate and in "high-poverty" schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of Principals/Teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119l and (d)]

All students will graduate from high school.

Performance indicator: The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State.

STATE OF TEXAS

Mission, Goals, and Objectives for Texas Public Education

Mission of Texas Public Education [Texas Education Code, §4.001(a)]

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Public Education Academic Goals [Texas Education Code, §4.002]

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Public Education Career and Technology Education Goals [Texas Education Code, §29.181]

Each public school student shall master the basic skills and knowledge necessary for:

(1) managing the dual roles of family member and wage earner; and

(2) gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.

Public Education Objectives [Texas Education Code, §4.001(b)]

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

GPISD School Board Goals

Priority: **Continued improvement in student performance, leading to eventual “Recognized” status for the district and further closing of the achievement gap between student groups.**

The board would like to see:

- Annual progress toward satisfying the threshold criteria for “Recognized” status.
- Special attention to math performance among student groups and to closing the gap in math performance between economically disadvantaged students and non-economically disadvantaged students.
- Identification of any additional areas in student performance where the gap between economically disadvantaged and non-economically disadvantaged students needs special attention in coming years.

Priority: **Continued progress in curriculum alignment, including development of measures for assessing the impact of alignment efforts on student performance and improved two-way communication about the alignment program with staff.**

The board would like to see:

- A set of measures the administration is using to determine if the district is realizing value from the curriculum alignment effort. These could be TAKS measures, disaggregated by subject areas (or learning objectives) and grade levels for which alignment efforts are more or less complete. They could be benchmarking data the district is using, independent of TAKS.
- Increased and enhanced interaction with teachers to help them understand the objectives of the alignment efforts and help them understand the options available to their professional judgment and discretion within the program. Communication efforts should lead to more visible “buy-in” by staff to alignment efforts.

Priority: **Enhanced communication between the district and the community and between the district and its staff, leading to reliable community support for district initiatives and to a more stable teaching force.**

The board expects to see:

- Visible vehicles for two-way communication between the district and the community, to ensure the community is well informed about district initiatives and has an opportunity to ask questions.
- Increased outreach efforts to students and parents new to the district.
- Additional vehicles for determining why and at what level of experience teachers are leaving the district and how that compares with broader trends (state or national) in teacher departures.
- Additional or enhanced vehicles for two-way communication between administration and the teaching staff.
- A teacher turn-over rate that is less than the state average or less than the historical averages of the district.

Priority: **Ongoing financial planning, based on likely scenarios for state funding.**

The board expects to see:

- Projections for state funding in coming years and the impact of projected funding levels on ongoing district programs and operations and fund balance
- Projections of long-term infrastructure needs, outside the bond issue—items such as buses, other rolling stock, technology replacements and enhancements, etc.
- Contingency plans for district spending priorities at possible funding levels

GPISD Superintendent Priorities

Priority 1: The superintendent will guide G-PISD toward continued improvement in student performance, leading to eventual “Recognized” status for the district and further closing of achievement gaps between student groups.

The superintendent will:

- Work with staff to implement procedures aimed at making and reporting annual progress toward achieving “Recognized” status.
- Give special attention to math and science performance among student groups and to closing the gap in math and science performance between economically and non-economically disadvantaged, as well as Hispanic and All students.
- Target student performance gaps between economically and non-economically disadvantaged students for all other content areas, and direct adjustments in instructional delivery to narrow these gaps.
 - OBJECTIVE 1: The academic achievement of all student groups, as measured by passing rates on state assessments, will improve.
 - OBJECTIVE 2: The academic achievement gap in math and science between all subgroups compared with the highest performing sub group will decrease as measured by passing rates on TAKS in grades 6-12.
 - OBJECTIVE 3: The percentage of commended TAKS scores among all students will increase.

Furthermore, the superintendent will guide the district in providing a culture of high expectations for all students.

- OBJECTIVE 1: Annually, the percentage of students meeting the THECB Standard for Higher Education Readiness on ELA and math TAKS exit level exams will increase.
- OBJECTIVE 2: Annually, the percentage of students taking the PSAT, ACT or SAT tests will increase.
- OBJECTIVE 3: Each year, the mean scores on ACT and SAT tests will increase from the previous year’s mean.
- OBJECTIVE 4: Each year, the percentage of students enrolled in Dual Credit/Early College Start Courses or AP courses will increase.
- OBJECTIVE 5: Each year, the completion rate among students taking Dual Credit/Early College Start Courses will increase and the percentage of students scoring 3 or higher on Advanced Placement (AP) tests will increase.
- OBJECTIVE 6: Each year, the percentage of Recognized and Distinguished Achievement Diplomas (DAP) will increase.
- OBJECTIVE 7: Each year, the district-wide completion rate will approach and subsequently be maintained at 95% or above.

Priority 2: The superintendent will work with staff to provide continued progress in curriculum alignment, including development of measures for assessing the impact of alignment efforts on student performance and improved two-way communication about the alignment program with staff.

The superintendent will:

- Report the measures district and campus administrators use to determine the level of success the district is realizing in the curriculum alignment effort.
- Insure that sufficient support is provided to teachers to help them understand the purpose of alignment efforts and understand the options available that allow them to exercise their professional judgment and discretion within the process in order to produce “buy-in” by staff to alignment efforts.
 - OBJECTIVE 1: TAKS measures, disaggregated by subject areas (or learning objectives) and grade levels for which alignment efforts are more or less complete.
 - OBJECTIVE 2: benchmarking data the district is using, independent of TAKS.

Priority 3: Enhance communication between the district and the community and between the district and its staff, leading to reliable community support for district initiatives and to a more stable teaching force.

The superintendent will:

- Provide visible vehicles for two-way communication between the district and the community, to ensure the community is well informed about district initiatives and has an opportunity to ask questions.
- Provide increased outreach efforts to students and parents new to the district.
- Provide additional vehicles for determining why and at what level of experience teachers are leaving the district and how that compares with broader trends (state or national) in teacher departures.
- Provide additional or enhanced vehicles for two-way communication between administration and the teaching staff.
- Guide the district toward a teacher turn-over rate that is less than the state average or less than the historical averages of the district.

Priority 4: Ongoing financial planning, based on likely scenarios for state funding.

The superintendent will:

- Provide projections for state funding in coming years and the impact of projected funding levels on ongoing district programs and operations and fund balance
- Provide projections of long-term infrastructure needs, such as buses, other rolling stock, technology replacements and enhancements, etc.
- Provide contingency plans for district spending priorities at possible funding levels

Comprehensive Needs Assessment

Gregory-Portland Independent School District conducted a comprehensive needs assessment based on data from the *Academic Excellence Indicator System (AEIS)* and *Annual Yearly Progress/No Child Left Behind (AYP/NCLB)* reports, including TAKS and SDAA performance, attendance rates, dropout rates, high school completion rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were parental involvement records, safe and drug-free schools and community's evaluation, federal program guidelines and evaluation, ARI/AMI evaluation data, and district policies. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, gender, and all population groups served by special programs. Individual student's strengths and weaknesses were identified by disaggregating TAKS, SDAA, and TELPAS data by grade level, subject area and objectives. Presently the District includes three Title I school-wide campuses based on 40% or more economically disadvantaged students: S.F. Austin (58.4%), T.M. Clark (45.41%), W.C. Andrews (48.02%). Gregory-Portland Intermediate School (37.18%) is also a Title I Schoolwide campus based on a feeder pattern.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

The 2007-2008 district and campus improvement plans were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2008-2009 district and campus improvement plans include all identified priority needs.

Campus Improvement Plan
Gregory-Portland High School

AYP – Federal Accountability: Represents the Percent of Student Mastery for Grades 3-8 and 10 Accountability Subset

CONTENT AREA	All Students			African-American			Hispanic			White			Economically Disadvantaged			Limited English Proficient			Special Education		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
READING / ELA	84	86	94	*	80	90	84	80	90	85	91	96	75	79	90	*	*	*	42	47	72
MATHEMATICS	72	74	70	*	60	50	63	61	58	80	84	80	62	58	55	*	*	*	43	47	47

AEIS – State Accountability: Represents the Percent of Student Mastery for Grades 3-11 Accountability Subset

CONTENT AREA	All Students			African-American			Hispanic			White			Economically Disadvantaged		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
READING / ELA	91	91	93	91	93	91	89	86	88	92	95	96	84	84	88
MATHEMATICS	76	74	75	71	50	48	66	63	65	84	82	83	62	58	59
SCIENCE	80	78	77	83	60	53	66	65	65	89	88	87	60	62	61
SOCIAL STUDIES	93	91	94	92	67	76	88	85	90	97	97	98	81	86	90

MALE/FEMALE: Represents the Percent of Student Mastery for Grades 3-11 Accountability Subset – add SCIENCE AND SOCIAL STUDIES

STUDENT GROUP	Males			Females		
	05-06	06-07	07-08	05-06	06-07	07-08
READING / ELA	87	90	92	95	93	93
MATHEMATICS	75	77	78	78	70	72
SCIENCE	78	79	82	82	77	72
SOCIAL STUDIES	98	94	95	97	88	93

Campus Improvement Plan
 Gregory-Portland High School

AT-RISK: Represents the Percent of Student Mastery for Grades 3-11 Accountability Subset ADD SCIENCE AND SOCIAL STUDIES

STUDENT GROUP	At-Risk			Not At-Risk		
	05-06	06-07	07-08	05-06	06-07	07-08
READING	84	87	88	98	98	99
ELA	86	83	91	98	99	99
MATHEMATICS	60	53	58	95	96	96
SCIENCE	66	57	63	96	96	98
SOCIAL STUDIES	88	81	89	99	99	100

The charts below indicate what percentage of students answered correctly at least 80% of the questions per objective.
 2007-2008 Reading/ELA
 All Tests Scored

TAKS Objectives	Gr 9		Gr 10		Gr 11	
	# Items	% Mast	# Items	% Mast	# Items	% Mast
1 - The student will demonstrate a basic understanding of culturally diverse written texts.	9	78.8	8	91.1	8	90.9
2 - The student will apply knowledge of literary elements (and techniques) to understand culturally diverse written texts.	15	59.6	11	66.1	11	49.1
3 - The student will use a variety of strategies to analyze (and critically evaluate) culturally diverse written texts (and visual representations).	18	14.0	18	34.5	18	30.9
6 - (Gr 10 and 11 only) - Demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.			20	84.9	20	85.3

The charts below indicate what percentage of students answered correctly at least 80% of the questions per objective.
 2007-2008 Math
 All Tests Scored

TAKS Objectives	Gr 9		Gr 10		Gr 11	
Number-Description	# Items	% Mast	# Items	% Mast	# Items	% Mast
1 - Describe functional relationships in a variety of ways.	5	41.6	5	75.8	5	78.1
2 - Demonstrate an understanding of the properties and attributes of functions.	5	56.9	5	53.9	5	59.5
3 - Demonstrate an understanding of linear functions.	5	58.7	5	65.3	5	74.8
4 - Formulate and use linear equations and inequalities.	5	56.3	5	62.6	5	67.9
5 - Demonstrate an understanding of quadratic and other nonlinear functions.	4	39.2	5	57.2	5	70.8
6 - Demonstrate an understanding of geometric relationships and spatial reasoning.	4	36.8	5	51.9	7	45.3
7 - Demonstrate understanding of two- and three-dimensional representations of geometric relationships and shapes	4	36.5	5	71.7	7	62.0
8 - Demonstrate an understanding of the concepts and uses of measurement and similarity	6	28.1	7	33.0	7	46.0
9 - Demonstrate an understanding of percents, proportional relationships, probability and statistics in application problems	5	56.0	5	52.2	5	62.0
10 - Demonstrate an understanding of the mathematical processes and tools used in problem solving	9	31.4	9	41.1	9	38.3

The charts below indicate what percentage of students answered correctly at least 80% of the questions per objective.
 2007-2008 Science
 All Tests Scored

TAKS Objectives	Gr 10		Gr 11	
Number-Description	# Items	% Mast	# Items	% Mast
1 - All Grades Demonstrate an understanding of the nature of science.	17	55.6	17	46.9
2 - All Grades Demonstrate an understanding of the life sciences (living systems and the environment).	11	38.1	8	30.0
3 - Gr 10, 11 Demonstrate an understanding of the interdependence of organisms .	11	39.1	8	57.9
3 - Gr 5, 8 4 - Gr 10, 11 Demonstrate an understanding of the physical sciences (structures and properties of matter).	8	28.8	11	39.9
4 - Gr 8 5 - Gr 10,11 Demonstrate an understanding of motion, forces, and energy.	8	38.7	11	54.2

The charts below indicate what percentage of students answered correctly at least 80% of the questions per objective.
 2007-2008 Social Studies
 All Tests Scored

TAKS Objectives	Gr 10		Gr 11	
	# Items	% Mast	# Items	% Mast
1 - Demonstrate an understanding of issues and events in U. S. history.	7	48.7	13	58.3
2 - The student will demonstrate an understanding of geographic influences on historical issues and events.	12	71.4	9	60.5
3 - The student will demonstrate an understanding of economic and social influences on historical issues and events.	7	76.9	13	59.4
4 - Demonstrate an understanding of political influences on historical issues and events.	12	53.6	9	54.5
5 - The student will use critical-thinking skills to analyze social studies information.	12	76.6	11	81.6

GPISD District Goals

- GOAL 1:** All students in the Gregory-Portland Independent School District will demonstrate exemplary academic performance and contribute positively to a global society.
- GOAL 2:** Parents, community members and educators at GPISD will be active partners in the education of our students.
- GOAL 3:** GPISD will have a safe, orderly environment that promotes successful student learning.

Goal 1. All Students at GPHS will demonstrate exemplary academic and social performance and will contribute positively to a global society.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Objective 1.1 Narrow the performance gap between the percent of Hispanic and White students and the performance gap between Economically Disadvantaged and non-Economically Disadvantaged students who meet the passing standard and raise the performance of all subgroups to 90% passing or better on the TAKS tests in Reading/ELA, Writing, Math, Science, and Social Studies. (See Needs Assessment))</p>					
1.1.1	Disaggregate TAKS Data utilizing INOVA & AEIS-IT software to support data-driven decision-making.	Curriculum Director Principal Testing Coordinator TAKS Coordinators	INOVA AEIS-It	Lesson Plans Disaggregated Charts	August 2008 October 2008 February 2009 May 2009
1.1.2	Provide open classroom discussions prior to reading/writing assignments in order to provide experiences to all students.	Principal Classroom Teachers	CSCOPE Daily Newspapers	Student written assignments	Aug 2008 – May 2009
1.1.3	Facilitate open classroom discussion about current event topics in order to improve vocabulary and reading skills.	Principal Department Chairs Classroom Teachers	CSCOPE Daily Newspapers TV News Items	Student written essays Improved reading comprehension	Aug 2008 – May 2009
1.1.4	Implement Family Learning Nights to include parent partners in the learning process.	Principal Department Chairs Classroom Teachers	ABC Club Members SCE Funds = \$750.00 Study Guides	Attendees Sign-Ins	Monthly (Dec. – May)

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.1 (Continued)					
1.1.5	Provide "TAKS Family Learning" prior to TAKS testing to increase understanding of test expectations among stakeholders.	Principal TAKS Coordinators Classroom Teachers	SCE Funds=\$1,000.00 Study Guides Door Prizes	Attendees Sign Ins	Jan. – May monthly
1.1.6	Conduct TELPAS Rater Training for all core subject teachers.	Principal Counselor	ESL Funds	Teachers Certificates	Aug. – November 2008
1.1.7	Facilitate ESL certification for teachers.	Principal ESC trainers	ESL Funds District Funds	Teacher Certificates	Year round
1.1.8	Provide student targeted tutorials.	Principal Classroom Teachers	PLATO Facilitator SCE Tutorial Funds \$2,663.00	Student sign-ins Progress/Rept cards	Aug. 2008 – May 2009
1.1.9	Provide C.R.I.S.S. training for high school teachers.	Principal Dept. Chairs	Campus Prof. Dev. Budget	Teacher training certificates	Aug. 2008 – March 2009
1.1.10	Provide computer labs to assist students who do not have access to the internet at home.	Principal Campus Technology Facilitator	Computer upgrades Printers Software Campus/District SCE funds	Lab sign in sheets	Oct. 2008 – May 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.2 Increase the percentage of students passing to meet or exceed the state Exemplary standard of 90% in 2009 for all students and each student group taking the TAKS Reading/Writing/English Language Arts (ELA) tests. (See Needs Assessment)					
1.2.1	Disaggregate TAKS data utilizing INOVA & AEIS-IT software to promote individualized decision-making for students.	Curriculum Director Principal	Software Testing Coordinator	Lesson Plans Walkthroughs	August 2008 October 2008 February 2009 May 2009
1.2.2	Increase student background knowledge through open classroom discussion prior to reading/writing activities.	English TAKS Coordinator English Dept. Chair/teachers	Newspapers CSCOPE	Student essays Progress/Rept cards TAKS Scores	Aug. 2008 – May 2009
1.2.3	Facilitate ESL certification for English teachers to support ELL Learners in ELA. <ul style="list-style-type: none"> • Reimburse teachers who are successful on the ESL certification test • Reimburse teachers for cost of having ESL added to teaching certificate 	Principal	ESC trainers Campus/district budget	ESC Certificates	Aug. 2008 – May 2009
1.2.4	Continue use of CSCOPE to ensure full access to viable curriculum.	Principal Classroom Teachers	ESC trainers District Curriculum Dir.	Lesson Plans Walkthroughs Aligned Curriculum	Each six weeks
1.2.5	Provide horizontal/vertical curriculum alignment time for teachers to reduce gaps in student learning.	Principal Dept/Classroom Teachers	CSCOPE Substitute Teachers	Lesson Plans Walkthroughs Aligned curriculum	Sept. 2008 Nov. 2008 Feb. 2009 Apr. 2009

1.2.6	Relocate Lang. Arts Sp. Ed teachers to departmental subject area wing for improved communication between staff.	Principal Eng./Sp Ed Dept Chair	Team Meeting Time Substitute Teachers CSCOPE Training	Lesson Plans Walkthroughs Sp Ed TAKS results	
1.2.7	Provide targeted after school and Saturday tutorials to support individualized, targeted instruction.	Eng. Dept. Chair	SCE Tutorial Funds \$2,663.00	Student attendance logs Progress/Rep cards	Aug. 2008 – May 2009
1.2.8	Continue curriculum to improve student organization, leadership, study skills.	Principal Dept. Chair Classroom Teachers	<i>7 Habits of Highly Effective Teens</i>	Attendance Report Progress/Rep. Cards	Aug. 2008 – May 2009
1.2.9	Provide Writing Workshop training for new English teachers.	Principal Eng. Dept. Chair Classroom teachers	Campus English teachers Campus budget	Lesson Plans Walkthroughs Student writing samples	Dec. 2008-Feb 2009
1.2.10	Provide “TAKS TALK” for all students through English classes prior to TAKS testing.	Principal English teachers	Guest motivators Principals ABC members Campus funds	Scheduled TAKS talk	April 2009
Objective 1.3 Increase the percentage of students passing to meet or exceed the state Exemplary standard of 90% in 2009 for all students and each student group taking the TAKS Math. (See Needs Assessment)					
1.3.1	Disaggregate data utilizing INOVA & AEIS-IT software to provide focused student interventions.	Curriculum Director Principal	Software Testing Coordinator	Lesson Plans Walkthroughs	August 2008 October 2008 February 2009 May 2009
1.3.2	Continue A2E2 Course for freshmen students not successful on 8 th grade TAKS to provide opportunity for remediation and skill enhancement.	Principal Curriculum Director	Math/Ag Teacher A2E2 training Course Requirement Supplies Calculators	Lesson Plans Walkthroughs CBAs TAKS Math Scores	August 2008

Campus Improvement Plan
Gregory-Portland High School

1.3.3	Purchase graphing calculators for HS students to increase student technology proficiency.	Principal Math Dept Chair	Campus Budget HSA	Inventory of calculators	Fall 2008
1.3.4	Provide advanced graphing calculators for HS AP Calculus students to aid in preparation for college courses.	Principal Math Dept Chair	Campus Budget	Inventory of calculators	Fall 2008
1.3.5	Provide PLATO support for students failing one or more reporting periods; pre-teach & re-teach targets.	Principal	SCE funds = \$6,000.00 HS Allotment funds PLATO lab manager	Walkthroughs Report/Progress grades	Dec 2008 – May 2009
1.3.6	Provide horizontal/vertical curriculum alignment time for teachers.	Principal Dept/Classroom Teachers District Math Coach	CSCOPE Substitute Teachers District Math Facilitator District Testing Coord.	Lesson Plans Walkthroughs Aligned curriculum	Sept. 2008 Nov. 2008 Feb. 2009 Apr. 2009
1.3.7	Update student computer lab (Math Lab - utilized by Math Teachers for Math instructional support lessons).	Principal Campus Tech Facilitator Teachers	Campus Budget SCE funds = \$56,393.87 FTE = 1.01	Computer inventory	Oct 2008 – March 2009
1.3.8	Provide summer academic enrichment programs, including SAT Prep, Math Camp, TAKS Prep.	Principal Math Dept Chair Classroom Teachers	SCE funds \$500.00 Campus Budget	Summer Registration logs	June-July 2009
1.3.9	Offer competitive math opportunities (Math League, UIL, Calculus Bowl Competition, Math Club, etc.).	Principal Math Dept Chair	Campus Budget	Student participation logs	Aug. 2008 – May 2009
1.3.10	Communicate with Jr. High teachers to ensure continuity of programs.	JH/HS Principals JH/HS Math teachers	Substitute Teachers	Meeting agendas Meeting sign ins	Aug. 2008 – May 2009
1.3.11	House Math Sp. Ed teachers in departmental subject area wing to allow for improved communication between Gen. Ed and Sp. Ed depts.	Principal Math./Sp Ed Dept Chair	Team Meeting Time Substitute Teachers CSCOPE Training	Lesson Plans Walkthroughs Sp Ed TAKS results	Aug 2008 – May 2009
1.3.12	Implement a half-day math facilitator to coordinate vertical and horizontal curriculum alignment, implement benchmark testing, coordination with Jr. High Math teachers.	Principal District Testing Coord.	District Budget	Aligned Curriculum Benchmark Testing Schedule Improved TAKS Scores	June 2008-May 2009

Campus Improvement Plan
Gregory-Portland High School

1.3.13	Provide NHS tutors to students in order to increase academic success.	NHS Sponsor	NHS Students	Tutor Sign in sheets	Oct 2008-May 2009
--------	---	-------------	--------------	----------------------	-------------------

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.3 (Continued)					
1.3.14	Offer inclusion opportunity for Sp. Ed students where possible	Principal Sp. Ed Dept. Chair Math teachers	Increase number of teachers "Inclusion" Prof. Dev. ESC trainers	Master Schedule ARD minutes	Aug. 2008 – May 2009
1.3.15	Provide targeted after school and Saturday tutorials	Math Dept. Chair	SCE Funds \$2,663.00	Student attendance logs Progress/Rep cards	Aug. 2008 – May 2009
1.3.16	Mentor Student Teachers to foster support for future Math teachers.	Principal Math Dept. teachers	Area Universities	Student Teacher assignment	Fall/Spring 2008-09
Objective 1.4 Increase the percentage of students passing to meet or exceed the state Exemplary standard of 90% in 2009 for all students and each student group taking the TAKS Science. (See Needs Assessment)					
1.4.1	Disaggregate TAKS data utilizing INOVA & AEIS-IT software to provide strategic instruction.	Curriculum Director Principal	Software Testing Coordinator	Lesson Plans Walkthroughs	August 2008 October 2008 February 2009 May 2009
1.4.2	Develop labs to support utilization of critical thinking skills.	Science Dept. Chair	ESC trainers Purchased Critical Thinking Strategy guide	Lesson Plans Walkthroughs	Aug. 2008 – May 2009
1.4.3	Create increased expectations standards for Lab Reports in order to improve students' ability to express ideas in a clear concise written format.	Science Dept. Chair	Developed Standards	Lesson Plans Walkthroughs Completed standards	Aug. 2008 – May 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.4 (Continued)					
1.4.4	Provide horizontal/vertical curriculum alignment time for teachers (including WLC and JH teachers) to identify and reduce gaps in learning for all groups.	Principal Dept/Classroom Teachers	CSCOPE Substitute Teachers	Lesson Plans Walkthroughs Aligned curriculum	Sept. 2008 Nov. 2008 Feb. 2009 Apr. 2009
1.4.5	Provide C.R.I.S.S. training for all Science teachers to increase effective strategies for At Risk learners.	Principal Dept. Chairs	Campus Prof.Devel. Budget	Teacher training certificates	Aug. 2008 – March 2009
1.4.6	Purchase digital and scientific equipment for labs to increase student use of technology.	Principal Dept. Chair	Campus Budget	Inventory of Science equipment	Aug. 2008 – May 2009
1.4.7	Provide annual service for all microscopes.	Principal Dept. Chair	Campus Budget	Repair/Maintenance logs	Spring 2009
1.4.8	Continue committee to monitor and implement HS 4X4 Plan in order to meet state requirements, including completion of new labs.	Principal Science/Math teachers Director of Maintenance & Operations	Campus Budget Student surveys Facilities survey	Completed needs assessment report	Fall-Spring 2009
1.4.9	Provide targeted after school and Saturday tutorials to address specific student weaknesses.	Science Dept. Chair	SCE Tutorial Funds \$2,663.00	Student attendance logs Progress/Rep cards	Aug. 2008 – May 2009
1.4.10	Mentor Student Teachers in order to support future Science teachers.	Principal Science Dept. teachers	Area Universities	Student Teacher assignment	Fall/Spring 2008-09
1.4.11	Provide Sp. Ed. Support for mainstream students in Gen. Ed.	Principal District Human Res. Sp. Ed. Dept. Chair	Additional Sp. Ed. Paraprofessionals District Budget	Campus Staff Roster	Fall 2008
1.4.12	Develop and offer Conceptual Physics course in order to provide additional opportunities for students to meet state 4X4 Science Requirements.	Principal	Science Teachers ESC Curriculum Prof. Dev.	Master Schedule	Aug 2008-May 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.5 Increase the percentage of students passing to meet or exceed the state Exemplary standard of 90% in 2009 for all students and each student group taking the TAKS Social Studies. (See Needs Assessment)					
1.5.1	Disaggregate TAKS data utilizing INOVA & AEIS-IT software.	Curriculum Director Principal	Software Testing Coordinator	Lesson Plans Walkthroughs	August 2008 October 2008 February 2009 May 2009
1.5.2	Continue "CHALLENGE" team to compete in KEDTV Challenge.	Principal Challenge Sponsor	Sponsor Stipend	Team roster	August 2008
1.5.3	Participate in American History Academy at Ed Service Center to increase teacher(s)' skill and knowledge in teaching American History.	Principal Soc. St. Dept Chair	Participating teacher	Completion of training	Aug. 2008 – Aug. 2009
1.5.4	Provide horizontal/vertical curriculum alignment time for teachers (including WLC teachers) to identify and decrease gaps in student learning. Include interdisciplinary projects (ELA and Social Studies)	Principal Dept/Classroom Teachers	CSCOPE Substitute Teachers	Lesson Plans Walkthroughs Aligned curriculum	Sept. 2008 Nov. 2008 Feb. 2009 Apr. 2009
1.5.5	Provide C.R.I.S.S. training for new Social Studies teachers to increase effective teaching strategies for At Risk learners.	Principal Dept. Chair	Campus Prof.Devel. Budget	Teacher training certificates	Aug. 2008 – March 2009
1.5.6	Continue subject specific teams to improve CSCOPE implementation.	Principal Dept. Chair	Substitute Teachers Campus Budget CSCOPE training	Lesson Plans Walkthroughs ESC certificate	Aug. 2008 – Apr. 2009
1.5.7	Provide current event topics for student discussion and writing to increase background knowledge base.	Principal Dept. Chair Classroom Teachers	News articles	Lesson Plans Walkthroughs	Aug. 2008 – May 2009
1.5.8	Purchase wall maps for ALL Social Studies classrooms.	Principal Dept. Chair	Campus Budget	Walkthroughs Purchase Orders	Fall 2008

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.5 (Continued)					
1.5.9	Purchase LCD projectors for all Social Studies classrooms to increase engagement and technology access for students.	Principal Dept. Chair	Campus Budget	Walkthroughs Purchase Orders	Fall 2008
1.5.10	Provide Sp. Ed. Support for mainstream students in Gen Ed courses.	Principal District Human Res. Sp. Ed. Dept. Chair	Additional Sp. Ed. Paraprofessionals District Budget	Campus Staff Roster	Fall 2008
1.5.11	Increase staff to limit class size to less than 28 per class.	Principal District Human Res.	District Budget	Campus Staff Roster	Fall 2008
Objective 1.6 Continue the Freshman Academy to improve attendance from <u>93.6%</u> to <u>96%</u> and improve overall academic performance from <u>86%</u> to <u>95%</u> for all 9th grade students.					
1.6.1	Provide regular team meeting opportunity for Freshman Academy teachers to allow an opportunity to share strategies and interdisciplinary planning.	Principal Dept. Chair	Substitute Teachers	Meeting Agenda Meeting Sign Ins	Aug. 2008 – Aug. 2009
1.6.2	Mail postcards to students each six weeks to provide encouragement to At Risk students.	Dept. Chair Freshmen teachers	Postage Postcards ABC members	Attendance Report Progress/Rep. Cards	Aug. 2008 – May 2009
1.6.3	Assign PALS students as mentors to freshmen to assist in the transition to high school, provide study support, promote positive behavior and increased attendance.	Principal Dept. Chair	Mentors Student Incentives SCE funds = \$1,200.00	Attendance Report Progress/Rep. Cards	Oct. 2008 – May 2009
1.6.4	Select "Fish of the Month" students as an incentive for good behavior, academic success, and good attendance. Publicly recognize the students on live morning announcements, on the school marquee, and in the local newspaper.	Principal Dept. Chair	Student Incentives Student Photos Posters	Attendance Report Progress/Rep. Cards News Articles	Oct. 2008 – May 2009
1.6.5	Provide Planning Agendas for students to assist students with organization and planning skills.	Principal Classroom Teachers	Campus Budget	Distributed Agendas	Aug. 2008

Campus Improvement Plan
 Gregory-Portland High School

1.6.6	Assign an Administrator for Freshmen Academy student and teacher support.	Principal	Asst. Principal	Attendance Report Progress/Rep. Cards	Aug. 2008 – May 2009
1.6.7	Mail notes to freshmen to provide encouragement and recognition for success.	Principal	Note cards	Completed notes	Feb. 2009
1.6.8	Assign Sp. Ed personnel to Freshman Academy.	Principal	Sp. Ed teacher	Teacher roster	Aug. 2008
1.6.9	Offer inclusion opportunity for Sp. Ed students where possible.	Principal Sp. Ed Dept. Chair Sp. Ed. teachers	Increase number of teachers "Inclusion" Prof. Dev. ESC trainers	Master Schedule ARD minutes	Aug. 2008 – May 2009
1.6.10	Increase staff in order to decrease student to teacher ratio in freshmen courses.	Principal Superintendent District Human Resource	District Budget	Teacher roster	Aug. 2008

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.7 Increase student attendance for all students and each student group from 93.5% in 2008 to meet or exceed the 97% AEIS State standard and exceed the 90% AYP standard in 2009. (Gold Acknowledgement Award).					
1.7.1	Monitor Attendance Daily. <ul style="list-style-type: none"> Continue to provide Skyward software for daily attendance posting. Make phone calls to parents of absent students. Provide Attendance Reports to parents on a regular basis. Provide Skyward "Family Access" to parents. File court documents for truant students. Make home visits on students with high absences. Utilize Community In Schools Resources to assist with attendance monitoring. 	Principal Attendance Clerk Classroom teachers	SCE funds= \$12,642.05 FTE = 0.41 ABC members Local court personnel CIS counselors	Attendance Reports Court Documents CIS Monthly Reports	Aug. 2008 – May 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.7 (Continued)					
1.7.2	Reward Good Attendance. <ul style="list-style-type: none"> • Explore Exam Exemptions options as a reward for good attendance and academic performance • Recognize the grade level with the highest attendance each month by providing breakfast to students in that grade • Continue “Lucky Duck” awards during daily/weekly announcements. • Send positive post cards to parents. • Publicly acknowledge names of students with good attendance. • Make phone calls to parents to acknowledge improved attendance. 	Principal Asst. Principals Teachers	SCE Funds = \$1,500.00 Student Incentive Funds Post Cards Postage Cafeteria Staff	Attendance Reports Daily Announcements	Aug. 2008 – May 2009

Objective 1.8 Increase the high school student completion rate from 96% in 2007 to 97% in 2008 to exceed the 95% completion rate for Exemplary status.

1.8.1	Implement the District Guidance Plan by providing information to students and parents regarding the following: <ul style="list-style-type: none"> • Higher education admissions and financial aid • The TEXAS grant program • Teach for Texas grant program • The need for students to make informed curriculum choices to be prepared for success beyond high school (Project Wisdom) • Sources of information on higher education admissions and financial aid 	Curriculum Director Principal Counselors	District Guidance Plan Project Wisdom Parent and student meetings Brochures Guest speakers College & University	Annual Completion Rate AEIS Report Graduation List	Aug. 2008 – May 2009
-------	---	--	--	--	----------------------

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	
Objective 1.8 (Continued)					
1.8.2	<p>Continue the district Alternative Education Program (Wildcat Learning Center) that serves qualified at-risk students and students who need a non-traditional setting to be successful.</p> <ul style="list-style-type: none"> • Monitor criteria for student acceptance. • Advertise application process. • Monitor student progress. • Provide graduation opportunity for students. • Explore post-graduation opportunities for students. • Provide student travel for site visits to Craft Learning Center • Provide guest speakers for student motivation. • Develop a Wildcat Learning Center Handbook. • Provide Professional Development for WLC teachers in CSCOPE and PLATO. • Provide vertical meeting time for WLC and GPHS teachers. 	<p>HS Principal WLC Director</p>	<p>Wildcat Learning Center High School Allotment WLC Committee Members</p>	<p>Enrollment Records Graduation List Evaluation Report</p>	<p>Aug. 2008 – May 2009</p>

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.8 (Continued)					
1.8.3	<p>Monitor implementation of the HS 4 X 4 requirement for Math/Science.</p> <ul style="list-style-type: none"> • Update facilities to accommodate new courses and staff • Identify student course interest. • Modify Course Offerings to include new courses. • Continue to include information in the High School Handbook about the new graduation plan for incoming Freshmen students. • Monitor GPISD board policy to ensure compliance with new requirements. • Determine scheduling/staffing needs. 	<p>Principal Department Chairs Curriculum Director Superintendent Asst. Superintendent Maintenance Staff</p>	<p>HS Allotment Funds District/Campus Budget TEA Guidelines</p>	<p>Course Offerings Implementation of Plan</p>	<p>Fall 2008 – May 2009</p>

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.8 (Continued)					
1.8.4	<p>Provide Career and Technology Education (CTE) to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p> <ul style="list-style-type: none"> • Update Course Offerings to include Coherent Sequence of Courses. • Develop and advertise “Pathways” for student interests • Monitor coherent sequence PEIMS coding. • Provide training to increase number of CTE teachers certified to teach Tech Apps courses. • Update equipment in CTE facilities. • Create DVD for students to advertise CTE course offerings at GPHS. • Present CTE course information to GPJH students annually. • Provide annual Career Day for GPHS students. 	<p>Principal CTE Dept. Chair</p>	<p>State CTE funds Carl Perkins Grant Career Day Video Tech Teacher Campus Budget</p>	<p>Course Offerings Student Enrollment DVD Lesson Plans Walkthroughs</p>	<p>Aug. 2008 – May 2009</p>
1.8.5	<p>Expand vocational opportunities for students through the Craft Training Center.</p> <ul style="list-style-type: none"> • Research curriculum requirements and alignment. • Provide information to students regarding Craft Training opportunities 	<p>Committee - Superintendent - Assistant Supt. - Curriculum Director - Sp. Pgms. Director - High School Principal</p>	<p>Skills Center Consultant</p>	<p>Master Schedule Student site visits logs</p>	<p>Aug. 2008 – May 2009</p>
1.8.6	<p>Continue PLATO Lab for Credit Recovery.</p>	<p>Principal Lab teacher</p>	<p>PLATO Software Computers</p>	<p>Course Completion logs Recovered Credits</p>	<p>Aug. 2008 – May 2009</p>

Campus Improvement Plan
 Gregory-Portland High School

1.8.7	Implement a Teacher-Student Advocacy (TSA) period during the school day in order to improve communication, increase academic success, improve study skills and self-esteem for all students.	Principal Teachers	TSA binder Discussion topics Project Wisdom	Student passing rate Student attendance rate	Aug. 2008 – May 2009
-------	--	-----------------------	---	---	----------------------

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.9 Increase student participation in ACT/SAT from <u>75.9%</u> in 2007 to <u>85%</u> in 2008 and increase performance of students above criterion level from <u>27.2%</u> in 2007 to <u>40%</u> in 2008.					
1.9..1	Increase the percent of students taking the SAT and ACT. <ul style="list-style-type: none"> • Provide targeted tutorials for students after school and Saturdays. • Seek student input during TSA on incentives for participation. 	Principal Math/Eng. Teachers	Campus Budget	Student sign-ins SAT/ACT Reports	Aug. 2008 – Apr. 2009
1.9.2	Meet or exceed the scoring criterion for SAT and ACT. <ul style="list-style-type: none"> • Continue to provide a local SAT preparation course for sophomore students. • Provide computer-based practice tests. • Provide vocabulary instruction weekly for all students. 	Principal Math/Eng. Teachers	Campus Budget	Student sign-ins SAT/ACT Reports	Aug. 2008 – Apr. 2009
1.9.3	Provide test fee scholarships to students meeting criteria. <ul style="list-style-type: none"> • Advertise opportunities throughout campus. • Continue to receive academic support from Academic Booster Club • Provide published information in counselors' area. • Meet with students needing financial assistance to provide assistance completing test registration paperwork. 	Principal Counselors	Campus Budget Student Incentive Funds CIS	Student sign-ins SAT/ACT Reports	Aug. 2008 – Apr. 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.10 Narrow the gap between the percentage of At-Risk students and non At-Risk students who met the passing standard on all TAKS tests.					
1.10.1	Provide tutorials for At-Risk Students after school and Saturdays. <ul style="list-style-type: none"> • Advertise tutorials in classrooms, web page, teacher syllabi. • Increase parent contacts for students in danger of failing to inform parents of tutorial opportunities. • Advertise tutorials on campus web site, in newsletters, via mass email notices. 	Principal Dept. Chairs Classroom teachers	SCE funds = \$2,663.00.00	Student sign-ins	Aug. 2008 – May 2009
1.10.2	Provide Professional Development for teachers in serving At-Risk students. <ul style="list-style-type: none"> • Provide C.R.I.S.S. training for all teachers. • Provide team meeting time for teacher collaboration to decrease failures. • Provide staff development and teacher materials, including Ruby Payne training, Reaching Under-resourced Learners, Reaching Hard to Reach Students 	Principal Dept. Chairs SBDM Members	Campus Budget	Training Certificates Purchase Orders for supplies	Aug. 2008 – July 2009

Campus Improvement Plan
 Gregory-Portland High School

1.10.3	<p>Continue Community in Schools Services</p> <ul style="list-style-type: none"> • Provide support for students in danger of failing. • Provide support for students with poor attendance • Provide support for students in danger of not graduating • Provide Crisis Intervention • Provide access to Social Services • Provide services for pregnant teens and teenage fathers • Provide drug, tobacco, and alcohol awareness training 	Principal CIS Agency	CIS Counselor	Monthly CIS reports	Aug. 2008-July 2009
--------	---	-------------------------	---------------	---------------------	---------------------

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.10 (Continued)					
1.10.4	Provide PLATO support. <ul style="list-style-type: none"> • Renew Software. • Update Computers. • Provide After School lab. • Provide PLATO Prof. Dev. 	Principal PLATO lab teacher	PLATO Software SCE funds = \$38,0004.09 FTE = 1.0 Campus Budget	Student Schedules	Aug. 2008 – May 2009
1.10.5	Provide outside agency counseling and support services. <ul style="list-style-type: none"> • STAR counseling • Teen Connections • MHMR • CIS 	Principal Outside Agencies	Campus Budget	Counselor Logs	Aug. 2008 – May 2009
1.10.6	Provide Pregnancy Related Services & Homebound Services.	Principal Counselors School Nurse	SCE Funds = \$5084.00	Counselor/Nurse Logs	Aug. 2008 – May 2009
1.10.7	Facilitate student application process for WLC.	Principals Counselor	HS Allotment Funds	Completed Applications	Aug. 2008 – May 2009
1.10.8	Continue FIT program for identification of At Risk student's needs.	Principal Counselors	SAP Committee	SAP Minutes	Aug. 2008 – May 2009
1.10.9	Utilize Academic Booster Club for parental contact and support. <ul style="list-style-type: none"> • Monthly Birthday messages • Parent Contact support • Family night food/supplies • Graduation assistance • Incentives each semester for academic success 	Principal	ABC members/funds	ABC logs	Aug. 2008 – May 2009

Campus Improvement Plan
 Gregory-Portland High School

1.10.10	Monitor progress (academic and attendance) for At Risk Students weekly. <ul style="list-style-type: none"> • Conference with students about progress • Increase parent contacts • Assist parents with Family Access • Refer to CIS 	Principals Counselors Teachers	Skyward Family Access	Contact logs	Aug. 2008 – May 2009
---------	--	--------------------------------------	-----------------------	--------------	----------------------

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.11 Recruit, attract, and retain highly qualified staff. (See Attachment – <i>Continuous Improvement Plan</i>)					
1.11.1	Require new-hires to become ESL endorsed.	Asst. Superintendent	District Budget	Teacher certificates	Aug. 2008 – July 2009
1.11.2	Require Composite Certification for Science and Social Studies teachers.	Asst. Superintendent Principal		Teacher certificates	Aug. 2008 – July 2009
1.11.3	Mentor student teachers.	Asst. Superintendent Principal Dept. Chairs	Area University Personnel	Student teacher assignments	Fall 2008 – Spring 2009
1.11.4	Assign teacher mentors to new teaching faculty.	Principal Dept. Chairs Teachers	Campus Budget	Mentor Assignments	Aug. 2008 – May 2009
Objective 1.12 Maintain the percentage of teachers receiving high-quality professional development on each campus at 100%.					
1.12.1	Ensure that 100% of teachers attend high-quality staff development.	Principal	Campus Budget	Teacher Professional Development certificates	Aug. 2008 – July 2009
1.12.2	Integrate technology into the instructional program.	Principal	CSCOPE Campus Tech. Facilitator	Lesson Plans Walkthroughs	Aug. 2008 – May 2009
Objective 1.13 Implement the District Technology Plan.					
1.13.1	Ensure 100% completion on the STAR Report. <ul style="list-style-type: none"> • Require completion by teachers • Complete campus chart 	Principal Teachers	District Technology support Teachers	STAR Charts	Nov. 2008

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.14 Narrow the gap between the percent of Special Programs students and non Special Programs students who met the passing standard on all TAKS tests.					
1.14.1	<p>Narrow the gap between the percent of Limited English Proficient (LEP) students and non-LEP students who met the passing standard on all TAKS tests.</p> <ul style="list-style-type: none"> • Provide TELPAS training for teachers in all core subjects. • Facilitate opportunities for teachers to receive ESL certification. • Provide professional development for teachers to improve classroom skills when working with LEP students. 	Principal Counselor	ESL funds Campus Budget	TAKS Reports	Aug. 2008 – May 2009

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	
Objective 1.14 (continued)					
1.14.2	Address identified needs in the Special Education program such as: <ul style="list-style-type: none"> • Focus on Initial Evaluations and Transition.* • Provide Professional Development for “Inclusion and Co-Teaching” models. • Offer Inclusion opportunity for Sp. Ed students when possible. • Provide Professional Development for Classroom Management techniques. • Decrease number of ISS and OSS referrals. • Provide Social Skills lessons provided to PACES students. • Provide Non-Violent Crisis Intervention training for faculty. • Provide IEP writing Professional Development. • Provide Evaluation/Assessment Professional Development. • Locate Sp Ed teachers in core subject hallways. • Assign Sp Ed staff to Freshmen Academy area. *2008-09 Focus	Principal Sp. Ed Dept. Chair	Special Ed. Funds Campus Budget ESC trainers	Professional Development certificates ISS/OSS referrals Lesson Plans Walkthroughs Special Ed. referrals IEPs	Aug. 2008 – May 2009

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.14 (continued)					
1.14.3	Improve services for Dyslexic students and/or 504 students by: <ul style="list-style-type: none"> • Implement district guidelines for Dyslexic and 504 students. • Revise district procedures for identification and monitoring of 504 students • Monitor delivery of accommodations and student modifications. 	Principal Counselors	District SCE funds	Lesson Plans Progress/Report Cards Walkthroughs	Aug. 2008-May 2009
1.14.4	Address identified needs in the G/T program such as: <ul style="list-style-type: none"> • Differentiation of instruction • AP week-long summer institute • Update AP Course Guidelines. • Monitor teacher annual training requirements. • Provide scholarships for students taking AP tests. • Increase number of Hispanic and At Risk students taking/passing AP tests. 	Principal Teachers	G/T funds Campus Budget	Professional Development certificates Lesson Plans Walkthroughs AP Reports	Aug 2008 – May 2009

Goal 2. Parents, community members and educators at Gregory-Portland Independent School District will be active partners in the education of our students.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 2.1 Increase parent and community volunteers on campuses from <u>181</u> in 2007-08 to <u>225</u> in 2008-09.					
2.1.1	Provide opportunities for parent and community involvement through the following: <ul style="list-style-type: none"> • Site-Based Decision Making • Academic Booster Club <ul style="list-style-type: none"> * Newsletter * Birthday Notes * Parent Contacts * Monthly Program • TAKS Family Learning Nights • 8th Grade Welcome • 9th Grade Orientation • Open House twice/year • Safe and Drug-Free Schools and Communities Committee • Red Ribbon Week • District Health Committee • Random Drug Testing Orientation 	Principal ABC President TAKS Coordinators Freshmen Academy Dept Chair Campus Nurse	Campus Budget	Parent Sign-In Logs Open House Sign-In Orientation Attendance	Weekly Monthly Annually

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 2.2 Increase new campus participation in Family Access from <u>75</u> in 2007-08 to <u>150</u> in 2008-09.					
2.2.1	Improve communication with all stakeholders. <ul style="list-style-type: none"> • Maintain teacher web pages. • Create monthly newsletters. • Increase parent contacts. • Increase number of parents currently utilizing Family Access. 	Principal Teachers	ABC members PEIMS clerk Skyward software	Parent sign in logs Family Access logs	Aug. 2008 – May 2009
Objective 2.3 Increase attendance at School-Parent functions from <u>725</u> in 2007-08 to <u>800</u> in 2008-09.					
2.3.1	Increase parent membership in booster clubs.	Principal	ABC members	Member logs	Aug. 2008 – May 2009
2.3.2	Increase parent attendance at Family Learning Nights, Fall and Spring Open House.	Principal	Teachers	Attendance Sign ins	Aug. 2008 – May 2009
Objective 2.4 Improve communication between all stakeholders.					
2.4.1	Identify campus documents that need to be translated into Spanish.	Principal	Texas Education Agency Region 2 ESC	Dual-language documents	Aug. 2008 – May 2009
2.4.2	Develop and distribute a campus brochure.	Principal	Campus budget	Campus Brochure	Aug. 2008 – May 2009

Goal 3. Provide a safe, orderly environment that promotes successful student learning.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 3.1. Decrease discipline referrals from <u>2,510</u> in 2007-08 to <u>1,500</u> in 2008-09.					
3.1.1	Provide Professional Development for teachers in classroom management and discipline techniques	Principal	Skyward discipline records Prof. Dev. Material	PEIMS Report	Aug. 2008 – May 2009
3.1.2	Form Campus Behavior Response Team <ul style="list-style-type: none"> • Provide Training (txbsi) • Attend CPI training • Monitor Campus Environment 	Principal	Ed Service Center	Completed Training	Dec. 2008-May 2009
3.1.3	Update Student Code of Conduct	Principal Special Programs Dir.	TASB Student Model	PEIMS Report	June-July 2009
3.1.4	Monitor discipline referrals weekly <ul style="list-style-type: none"> • Provide PEIMS report each Monday to Asst. Princ. • Contact students and parents of repeat offenders • Send positive acknowledgements to students who improve behavior • Refer students with persistent misbehaviors to DAEP 	Principal Asst. Principals	PEIMS Reports	Decrease in number of referrals	Oct. 2008-May 2009
3.1.5	Include discussion about appropriate behavior and character development in the TSA period.	Principal	TSA Topic Binder Project Wisdom	PEIMS Report	Aug. 2008-May 2009

Objective 3.2 Decrease alcohol and other drug (TAOD) offenses from <u>15</u> in 2007-08 to <u>0</u> in 2008-09.					
Decrease tobacco offenses from <u>6</u> in 2007-08 to <u>0</u> in 2008-09.					
3.2.1	Continue Random Drug Testing.	Principal	Pinnacle Testing Co.	Test Results PEIMS Report	Oct. 2008 – May 2009
3.2.2	Provide Parent/Student Awareness about Drug, Tobacco, & Alcohol Use.	Principal	Board Policy Informative Handout	Meeting Attendance logs	Oct. 2008 Jan. 2009
3.2.3	Continue contracting canine services to detect drugs, alcohol, and weapons on campus	Principal	District Funds	Decreased Incidents in PEIMS	Aug. 2008-May 2009
3.2.4	Provide educational programs to students and parents through Communities in Schools programs	Principal	CIS Counselor	Agenda, sign in sheets	Aug. 2008-May 2009
3.2.5	Include discussion about drugs, tobacco, and alcohol in the TSA period.	Principal	TSA Topic Binder	PEIMS Report	Aug. 2008-May 2009
3.2.6	Include discussion about character and values in the TSA period.	Principal	TSA Topic Binder Project Wisdom	PEIMS Report	Aug. 2008-May 2009
Objective 3.3 Decrease incidents of violence from <u>23</u> in 2007-08 to <u>0</u> 2008-09.					
3.3.1	Increase student supervision by closely monitoring students during passing periods, in the cafeteria, before and after school	Principal Teachers SRO	Campus Personnel	PEIMS Report	Aug. 2008 – May 2008
3.3.2	Provide monetary incentives for crime tips	Principal	Campus funds	Report log	Spring 2008
3.3.3	Provide School Resource Officer support to campus to deter incidents of student violence.	Principal SRO	District funds	PEIMS Report	Aug 2008 – May 2009
3.3.4	Utilize the “Bullying and Harassment Matrix” to record and monitor incidents of student bullying.	Principal Asst. Principals SRO	Matrix	PEIMS Report	Aug. 2008- May 2009

3.3.5	Include discussion about violence and self-control in the TSA period.	Principal	TSA Topic Binder Project Wisdom	PEIMS Report	Aug. 2008-May 2009
Objective 3.4 Continue implementation of the district dating violence policy.					
3.4.1	Inform faculty, staff, and students about the district dating policy. <ul style="list-style-type: none"> • Make live announcements and PSA • Advertise information on website • Include local board policy to inform public about dating violence policy 	Superintendent Principal	Policy FFH (LOCAL) Webmaster	Policy updates	Aug. 2008 – May 2008
3.4.2	Include discussion about dating violence in the TSA period.	Principal	TSA Topic Binder Project Wisdom	PEIMS Report	Aug. 2008-May 2009

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	
Objective 3.5 Implement the district Crisis Management Plan.					
3.5.1	Address the following components in the district Crisis Management Plan: <ul style="list-style-type: none"> • Conflict resolution • Violence prevention • Suicide prevention • Bullying/Teasing • Bomb threats • Fire drills/disaster drills/lock-down • Shelter-in-Place • Use of Defibrilators 	Principal Asst. Principal	Community Fire Chief Counselors Local Law Enforcement Defibrilators/trainer	Fire Drill Log Training Agenda Training Sign ins	Aug. 2008 – May 2009
3.5.2	Provide opportunity for CPR training to all staff.	Principal	District CPR Trainer Campus Funds CPR materials	CPR certificates	Aug. 2008 – May 2009
Objective 3.6 Implement the Discipline Management Plan.					
3.6.1	Use the Disciplinary Alternative Education Program (DAEP) for mandatory placements of students, according to the Student Code of Conduct.	High School Administrators Teachers	DAEP Access	DAEP Placement Hearings Placements per 6 weeks Repeaters	Monthly 6 weeks
3.6.2	Develop campus procedures that include disciplinary interventions prior to ISS placement, DAEP placement, and expulsion.	Principal Assistant Principals	Behavior Management Training	Discipline referral report PEIMS 425 PBMAS	Daily

Filename: NEW HS Plan bc 12-08-08 - EL.doc
Directory: C:\Documents and Settings\mschmidt\My Documents
Template: C:\Documents and Settings\mschmidt\Application
Data\Microsoft\Templates\Normal.dotm
Title: GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
Subject:
Author: djasso
Keywords:
Comments:
Creation Date: 7/23/2009 8:55:00 AM
Change Number: 2
Last Saved On: 7/23/2009 8:55:00 AM
Last Saved By: bcano
Total Editing Time: 0 Minutes
Last Printed On: 8/12/2009 8:19:00 AM
As of Last Complete Printing
Number of Pages: 48
Number of Words: 9,472 (approx.)
Number of Characters: 53,994 (approx.)