

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

Gregory-Portland Intermediate School

Campus Improvement Plan

2016-2017



Mission Statement

Gregory Portland Intermediate School, together with parents and community, is committed to providing a quality education while challenging and supporting all students to be the best they can be.

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.

Campus Site-Based Decision Making Committee

Letty Villa, Chairperson

Parent Members	Business Members	Community Members

Elected Members			Appointed Members		
Caroline Martini	ELAR		Irene Horton	Asst. Principal	
Darren Campion	Fine Arts		Leticia Villa	Principal	
Adriana Lay	Math				
Monica Johnson	Special Pops				
Beth Manville	Social Studies				
Janie Perez	Science				

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COMPREHENSIVE NEEDS ASSESSMENT

The District and Campus Improvement Plans are developed, reviewed, and revised annually for the purpose of improving the performance of students. Members of the District Site-Based Decision-Making Committee (SBDM) revised the District Improvement Plan (DIP) based on a variety of documents and data, a description of which follows. The District and Campus Plans are mutually supportive and align with the Federal Every Student Succeeds Act (ESSA) objectives which are to be determined and the Mission, Goals and Objectives for Texas Public Education from the Texas Education Code. In the Spring of 2014 GPISD conducted strategic planning which resulted in a Call to Action, Shared Beliefs, Learner Outcomes, and seven Goals, all of which were ultimately adopted by the GPISD Board of Trustees (Board). In 2015 the Board developed Superintendent Priorities for 2015-2017 that were reviewed by the SBDM and included in the DIP where appropriate. This needs assessment is also based on data from the *2014-2015 Texas Academic Performance Report*, including Texas Assessment of Knowledge and Skills (TAKS) performance, State of Texas Assessments of Academic Readiness (STAAR) performance, attendance rates, dropout rates, high school completion rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were the Performance-Based Monitoring Analysis System (PBMA) report, parental involvement records, safe and drug-free schools data, federal program guidelines and evaluations, 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. Students' strengths and weaknesses were identified by disaggregating TAKS, STAAR and TELPAS data. Gregory-Portland ISD includes three Title I school-wide campuses based on 40% or more economically disadvantaged students: S.F. Austin (64%), T.M. Clark (58%), and W.C. Andrews (52%). The District percentage of economically disadvantaged students is 42%.

The 2015-2016 District and Campus Improvement Plans (Plans) were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2016-2017 plans include all identified priority needs. Plans were further revised due to two factors. First, TEA is continuing to revise the newly introduced accountability system for 2016-2017. Second, the State is still transitioning into the more rigorous statewide testing program called the State of Texas Assessments of Academic Readiness (STAAR) which replaces TAKS, including revisions to grade levels and subjects tested as Well as higher standards.

EVERY STUDENT SUCCEEDS ACT OBJECTIVES

TO BE DETERMINED

STATE OF TEXAS OBJECTIVES

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.

STRATEGIC PLANNING DESIGN TEAM BELIEFS AND LEARNER OUTCOMES

Beliefs:

- Educating our children is a fundamental responsibility of our entire community!
- By investing in the education and socialization of the whole person, we ensure opportunities for success in life.
- Successful education results from acknowledging the individual goals, strengths, and learning styles of our students and providing diverse opportunities to fulfill those needs.
- Extracurricular activities provide necessary life lessons and character building skills to help develop a well-rounded adult.
- The ability to apply critical thinking and problem-solving skills in the decision making process are essential in order to attain desired outcomes.
- Students need to experience challenges in their learning environment while still feeling comfortable enough to take a risk and be able to fail forward.

Learner Outcomes:

- All students engage in relevant learning.
- All students participate in at least one co-curricular, extracurricular or school club activity per year.
- All students will exhibit the following: Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility.
- All students contribute to society by participating in community service each year.
- All secondary students develop, implement, and annually update a written plan for post-graduation.
- Every graduate is fulfilled in their pursuits.

GPISD SUPERINTENDENT PRIORITIES 2015-2017

RESPONSIBLE PARTY	Priority One: The District will develop a comprehensive approach to accommodating expected student growth.
Paul Clore Ron Wilson David Batot	<ul style="list-style-type: none"> • Facilities: Ensure adequate capacity for the expected growth, and improve the “curb appeal” of existing, aging facilities so that the district is attractive to families moving into the area. Extend the existing facilities plan to address the increased level of growth the district anticipates in coming years. <ul style="list-style-type: none"> ▪ Facilitate the implementation of current long range plan adopted in the fall of 2014.

<p>Arnold Oates Alton Alexander David Batot</p>	<ul style="list-style-type: none"> ▪ Establish plan, initiate progress to demolish existing, outdated facilities at Ray Akins Wildcat Stadium and begin construction for maintenance upgrades. ▪ Move forward with an offer for property adjacent to the high school and/or plan for other possible scenarios to acquire land. ▪ Accelerate planning for the addition of a new high school wing and construction of a CTE Training Center / re-sequence Bond 2015 projects to achieve goal. ▪ Plan and determine future use of old T.M. Clark (current Central Office) property. ▪ (Any additional action items as needed – TBD) ▪ Develop and implement a plan designed to enhance the public appearance, “curb appeal” of each campus and district facility. <ul style="list-style-type: none"> ▪ Address/reduce amount of debris on all grounds. ▪ Update building, parking lot signage to meet current legal standards in sequence from High School to Elementary campuses. ▪ Complete planning for parking lot paving and begin work at JH, TM Clark, Andrews and Austin. ▪ (Any additional action items as needed – TBD)
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Leslie Faught Barbie Tumlinson Andrew Guerra</p>	<ul style="list-style-type: none"> • Support Systems for Students and Teachers: As the student body in Gregory-Portland ISD evolves, the District will prepare to meet the needs of a changing student body, including an increase in the number of low SES students entering the district by developing a plan for ensuring appropriate support mechanisms for students and their teachers so the District can continue to ensure educational success. <ul style="list-style-type: none"> ▪ Expand the current professional development plan to provide opportunities to professional staff to support meeting the needs of the evolving diversity of the student body. ▪ (August 2016) Provide two full days of Kagan Training for 100% of instructional staff at an estimated per person cost of \$165. ▪ (Any additional action items as needed – TBD)
<p>Paul Clore Ron Wilson</p>	<ul style="list-style-type: none"> • Finances: Review and update the District’s Finance Status as the wealth status of the District evolves. <ul style="list-style-type: none"> ▪ Beginning in October 2015, present semi-annual updates regarding the evolving financial situation of the district to include: ▪ Multi-year financial projections; and ▪ An estimate of the wealth status in a multi-year format. ▪ Funding estimates provided for current year. ▪ (Any additional action items as needed – TBD)
<p>Darla</p>	<ul style="list-style-type: none"> • Staffing: While increasing staffing as a function of student growth, develop a succession plan to ensure smooth

<p>Czerwinski Paul Clore</p>	<p>transitions in leadership across the District as staffing increases.</p> <ul style="list-style-type: none"> ▪ Implement a succession plan by which Superintendent and Assistant Superintendent who leave the employment of the District will file a written resignation with the Board not less than 90 days prior to the administrator’s effective date of resignation. ▪ Board will have the option to appoint an administrator to fill the superintendent vacancy as an interim as appropriate. ▪ For superintendent vacancy, Board will initiate replacement process as the Board deems appropriate. ▪ The Action Team will consult the Texas Association of School Boards (TASB) Policy Services and the District’s legal counsel regarding where succession planning should be addressed in Board Policy. ▪ (Any additional action items as needed – TBD)

Priority 1 criteria for a proficient rating on the superintendent evaluation instrument: The Superintendent will provide the Board status updates on each item that demonstrates progress in fulfilling the intent of the priority.

<p>RESPONSIBLE PARTY</p>	<p>Priority Two: The District will continue making innovations in curriculum and instruction to ensure increased student readiness for advancement and post-secondary success.</p>
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<p>Promote student growth through measurement of progress, and mastery of grade level standards. Student attainment will be a measure of annual improvement in student performance across grade levels and subject areas.</p> <ul style="list-style-type: none"> • <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50 percent) of the STAAR measures as reported by the state.</i> • Review analysis of reports provided by the state. • (Any additional action items as needed – TBD)
<p>Darla Czerwinski Kim Story</p>	<ul style="list-style-type: none"> • Close achievement gaps in annual improvement among students from different racial and ethnic groups and socioeconomic backgrounds. • <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50</i>

<p>Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<p><i>percent) of students demonstrating progress across subjects and demographic groups, including ethnicity and economically disadvantaged students.</i></p> <ul style="list-style-type: none"> • (Any additional action items as needed – TBD)
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught</p>	<p>District will:</p> <ul style="list-style-type: none"> • Continue to promote high expectations for all students in both student performance and post-secondary readiness. <ul style="list-style-type: none"> • <i>Criteria for a proficient rating: annually the district will see an increase in the majority (more than 50 percent) of students achieving post-secondary readiness. This indicator will include the STAAR measure at Final Level II and indicators associated with graduation such as graduation rate and diploma plans (measures may be adjusted according to state inclusions in Index 4: Postsecondary Readiness of the state accountability system).</i> • Maintain 95% or higher graduation rate. • Maintain or improve the number of students graduating with a Recommended or Distinguished Graduation (Diploma) Plan. • Increase the number of opportunities for students to take 4-year college/university entrance exams (SAT/ACT). • (Any additional action items as needed – TBD)
<p>Darla Czerwinski Leslie Faught Kim Story Sharon Reckaway Barbie Tumlinson Kyde Eddleman Roxanne</p>	<p>District will:</p> <ul style="list-style-type: none"> • Encourage students to pursue post-secondary opportunities, including endorsements, advanced coursework, and certifications that align to pathways that encourage high expectations. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually the district will see an increase (more than 50 percent) in the number of students completing a coherent sequence of Career and Technology coursework. The district will also evaluate the number of students declaring and completing endorsements during the transition to the Foundation Graduation Plan.</i> • Increase number of students who graduate with at least 12 college hours. • Increase number of students enrolled in CTE courses.

<p>Reininger Shelly Pyatte</p>	<ul style="list-style-type: none"> • Provide additional opportunities to complete CTE certifications. • (Any additional action items as needed – TBD)
<p>Darla Czerwinski Kim Story Leslie Faught Barbie Tumlinson Kyde Eddleman Roxanne Reininger Shelly Pyatte</p>	<ul style="list-style-type: none"> • Continue to revise and expand appropriate pathways for all students, including updating career and technology (CTE) offerings, ensuring alignment of CTE offerings and dual- credit offerings with workforce development needs and community wishes. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually, the district will analyze student and industry needs and modify programs and offerings accordingly.</i> ▪ (Any additional action items as needed – TBD)
<p>Darla Czerwinski Kim Story Leslie Faught Kyde Eddleman Roxanne Reininger Shelly Pyatte Crystal Matern</p>	<p>District will:</p> <ul style="list-style-type: none"> • Engage students, parents, and community in evaluating district programs for innovation, strengths, and weakness, including: fine arts, wellness and physical education, community and parent involvement, 21st Century workforce development, second language acquisition, digital learning environment, dropout prevention, and gifted and talented. <ul style="list-style-type: none"> ▪ <i>Criteria for a proficient rating: annually, the district, and each campus, will achieve Acceptable status on the required House Bill 5 Parent and Community Involvement Indicator.</i> ▪ Set standard for each campus to receive a program score averaging 2.5 or greater on 4-point scale. ▪ (Any additional action items as needed – TBD)

*Priority 2 criteria for a proficient rating on the superintendent evaluation instrument:
Half or more of indicators above will be met in a given year.*

<p>RESPONSIBLE PARTY</p>	<p>Priority Three: The district will achieve the seven goals in the strategic plan by following up on each goal as outlined in the plan.</p>
<p>Leslie Faught</p>	<ul style="list-style-type: none"> • Annually, provide opportunities for stakeholders to contribute to the strategic planning process and make adjustments that align to community input and perceived needs.

Crystal Matern Paul Clore	<ul style="list-style-type: none">▪ District conducted initial meeting with Action Team, and established new Action Items to meet set objectives for coming year(s).▪ District will provide mid-year evaluation/report giving status updates from Action Team leaders December 2016 and end of year report, June 2017.
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Gregory-Portland Intermediate School
Campus Improvement Plan (2016-2017)

Description	Reading/ELA				Math			
	2014%	2015%	2016%	Goal	2014%	2015%	2016%	Goal
All Students	82	84	76	83	81	79	79	82
African American	83	79	57	75	75	71	57	70
Hispanic	77	80	71	78	74	73	76	76
White	87	89	84	89	88	85	85	88
Two or More Races	93	100	100	96	79	82	71	79
Male	78	81	73	79	80	77	80	81
Female	86	87	80	86	82	80	78	82
ECD	72	77	65	73	72	67	73	73
Special Education	38	68	44	55	59	57	54	59
LEP	41	36	*	55	63	40	*	55

* - masking rules apply where the size is less than five students participating on an exam
55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System
2016 results include all versions of STAAR (STAAR/STAAR A/STAAR L)

Calculation = Average + 2 Percentage Points

Results by Demographic Spring 2016:

Description	Reading			Math		
	Tested	# L2	% L2	Tested	# L2	% L2
All Students	334	255	76	334	265	79
African American	7	4	57	7	4	57
Hispanic	181	128	71	181	138	76
White	134	112	84	134	114	85
Two or More Races	7	7	100	7	5	71
Male	179	131	73	179	144	80
Female	155	124	80	155	121	78
ECD	142	92	65	142	103	73
Special Education	39	17	44	39	21	54
LEP	*	*	*	*	*	*

* - masking rules apply where the size is less than five students participating on an exam

Results by Demographic Spring 2015:

Description	Reading/ELA			Math			Science		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	632	532	84	625	491	79	321	223	69
African American	14	11	79	14	10	71	5	3	60
Hispanic	328	262	80	321	234	73	180	109	61
White	271	241	89	271	231	85	130	106	82
Two or More Races	11	11	100	11	9	82	5	5	100
Male	345	281	81	341	264	77	176	120	68
Female	287	251	87	284	227	80	145	103	71
ECD	239	183	77	234	157	67	128	70	55
Special Education	41	28	68	37	21	57	27	14	52
LEP	11	4	36	10	4	40	*	*	*

* - masking rules apply where the size is less than five students participating on an exam

Results by Demographics Spring 2014:

Gregory-Portland Intermediate School
Campus Improvement Plan (2016-2017)

Description	Reading/ELA			Math			Science		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	654	535	82	643	518	81	314	242	77
African American	12	10	83	12	9	75	9	7	78
Hispanic	332	255	77	324	241	74	147	99	67
White	285	247	87	282	247	88	144	123	85
Two or More Races	14	13	93	14	11	79	7	7	100
Male	334	259	78	327	260	80	160	129	81
Female	320	276	86	316	258	82	154	113	73
ECD	269	195	72	260	186	72	132	87	66
Special Education	48	18	38	37	22	59	22	12	55
LEP	17	7	41	16	10	63	10	5	50

* - masking rules apply where the number is less than five students participating on an exam

G-P Intermediate is a Title I School-wide Campus. To receive federal funding, the following ten components must be addressed and acknowledged in the Campus Improvement Plan. The following key provides an explanation of each component. Objectives that meet a component will be notated in the plan. For example, Objective 1.1.1 is notated SWR. This means that this objective falls under the School-wide Reformed Strategies for Title I School-wide Campuses.

Ten Components of a School-wide Program

P.L. 107-110, Section 1114(b)(1)

1. **CNA** A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in section 1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. **SWR** Schoolwide reform strategies that—
 - i. provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - ii. use effective methods and instructional strategies that are based on scientifically based research that—
 - I. strengthen the core academic program in the school;
 - II. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - III. include strategies for meeting the educational needs of historically underserved populations.
 - iii. I. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (aa) counseling, pupil services, and mentoring services;
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (cc) the integration of vocational and technical education programs; and
 - II. address how the school will determine if such needs have been met; and
 - (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. **HQ** – Instruction by highly qualified teachers.
4. **PD** - In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. **R/R** – Strategies to attract high-quality highly qualified teachers to high-need schools.
6. **PI** – Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. **TP** - Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **ASSM** - Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **TA** - Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure the students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **C&I** - Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

GPISD District Goals:

- Goal 1.** GPISD will create an interactive learning environment where teachers love to teach and students are engaged in learning.
- Goal 2.** GPISD will capitalize on the strengths, resources, and talents of its diverse community to accomplish its Call to Action.
- Goal 3.** GPISD will restructure its school systems to provide opportunities for all.
- Goal 4.** GPISD will provide students and teachers the education, tools, and training to be digitally proficient.
- Goal 5.** GPISD will prepare all students to achieve post-secondary goals.
- Goal 6.** GPISD will develop a proactive and systemic means of communicating with stakeholders.
- Goal 7.** GPISD will evaluate all current programs for efficiency and alignment with the district Call to Action.

Goal 1. GPISD will create an interactive learning environment where teachers love to teach and students are engaged in learning.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.1 Ensure that in all content areas there is no performance gap between subgroups of students (ethnicity, gender, socioeconomic status).					
1.1.1	Implement project-based teacher training with ongoing support. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Ms. Penny Armstrong	ESC, Presenters, Lead 4Ward	Sign in sheets	August 2014-May 2015
1.1.2	Continue to implement differentiated instruction to meet the learning needs, styles, strengths and weaknesses of each student. SWR TA	Curriculum Director Principal Teachers	ESC2 Training	Staff Development Agenda's, Class Schedule, Lesson Plans, Observations	Monthly 9 Weeks
1.1.3	Selected teachers will participate in project-based teacher training with on-going support. (Strategic Planning Specific Outcome) SWR PD	District Curriculum Director Principal Dept. Reps	Collaborative	Finished Product	Ongoing through school year
1.1.4	Provide Dragon Software and Talking Dictionaries in ELA classes.	Special Ed Teachers General Ed Teachers	Student Computers	Completed student work	Ongoing through school year
1.1.5	Utilize progress monitoring programs to include: <ul style="list-style-type: none"> • Accelerated Reader • Moby Max • Rosetta Stone • TTM • Pathblazers 	Curriculum Director Principal Classroom Teachers Computer Lab Manager	Computers Headphones SCE funds=\$11,000 FTEs=.50	Report Cards Rosetta Stone Reports	As Scheduled Continuous
1.1.6	Hire an Interventionist for Reading and Math. SWR	Administrator	Human Resources Dept.	Master Schedule	By August 1, 2016
1.1.7	Participate in "Leading Intentional Intervention training to plan for intentional interventions that supports all students. SWR PD	Selected ELAR Teachers Curriculum Director	Lead 4ward STCC Curriculum Director	Classroom Observations and Walk throughs	As Scheduled
1.1.8	Provide professional development in the ELPS Academy for new core content teachers. PD	Counselor Federal Programs Director Teacher	ELPS Strategies	Certifications	Fall 2016

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.9	Participate in academic competitions district-wide. SWR	UIL Campus Coordinator Principal Coaches	Registration for competitions Local funds	Event Certificates and Ribbons	March 4, 2017
1.1.10	Utilize tutors to provide additional academic tutorials during the school day as well as beyond normal school hours. TA	Principal Teachers	Tutors, Local Funding=\$8,000. Time Sheets	Grades STAAR Scores CBA's	October 2016-May 2017
1.1.11	Use interactive technology to engage students in learning.	Principal Teachers Computer Lab Para	Laptops Learning.com Moby Max Pathblazers Prodigy SmartBoards TTM	Grades Reports STAAR Scores	August 2016-May 2017
1.1.12	Require Summer School for students at risk of not meeting promotion criteria at elementary and secondary levels. TA SWR	Counselor Principal Teachers Summer School Principal	Teachers Summer School Staff	Attendance STAAR Scores Student Grades	June 2017
1.1.13	Purchase Mentoring Minds Total Motivation in preparation for Math and Reading STAAR	Principal	Local funds	PO's STAAR scores Unit Assessments	August 2016-2017
1.1.14	Sponsor Destination Imagination Teams SWR	DI Sponsors	DI Materials GT Students	DI Regional Competition	Spring 2017
1.1.15	Provide and refer Special Ed students with Homework Club to receive tutorials and homework help after school.	Special Ed Teachers General Ed Teachers		Student Grades Work Completion	Ongoing through school year (Begin after third week of school)
Objective 1.2 Increase student attendance rate for all students and each student group to 97% or better.					
1.2.1	Schedule SWIM (Student Work is Mandatory) classes. TA	Principal SWIM Teacher	Tutorial Funds Local Funds=\$8,000.	SWIM Attendance	September-May
1.2.2	Provide incentives for students to attend school regularly.	PEIMS Clerk Principal	Attendance Reports, Local funds PTO SCE funds=\$12,000 FTEs=.42	Attendance Rate Field Trip list	Semester Every 9 Weeks

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.3 Recruit, attract and retain 100% highly qualified (HQ) teachers and instructional aides, ensuring that 100% of core subject classes are taught by highly qualified teachers.					
1.3.1	Require new hires and encourage current staff to become ESL certified with district reimbursement of testing and certification costs. HQ	Principal, Assistant Superintendent	ESL Training Certificate	ESL Certificates	Summer 2017
1.3.2	Provide opportunities for student teachers from area colleges and universities to come to Intermediate School. R/R	Principal, Assistant Superintendent	Universities	Student Teachers	As Scheduled
1.3.3	Provide support and training for teachers by offering opportunities to team up with other teachers within the campus and at other campuses. PD	Principal Teachers	Curriculum Directors	Teacher feedback, Schedule of meetings, Planning Minutes	As Scheduled
1.3.4	Recognize teachers and staff for perfect attendance. R/R	Principal	PTO Gift Cards	Recognition for Perfect Attendance on Campus	Every 9 Weeks
1.3.5	Ensure that district salary schedule and benefits are competitive. R/R	Assistant Superintendent	Salary Schedule	Benefits and New Teacher hires	Summer of 2017
1.3.6	Continue Campus "Teacher of the Year" program.	Principal Assistant Superintendent	Principal Faculty	Teacher-of-the-Year Nomination	May 2017
1.3.7	Ensure that teachers and paraprofessionals are highly qualified prior to approval for interviews.	Human Resources Dept. Principals	Employment Applications	Employment Records	Ongoing
1.3.8	Ensure that teachers are highly qualified for teaching assignments.	Principals	Teacher Certificates	Teacher Schedules	Ongoing
Objective 1.4 Ensure all students participate in coordinated school health program.					
1.4.1	Provide an environment that fosters safe and enjoyable fitness activities. SWR	P.E. Teacher	Campus Funds	Discipline Logs Lesson Plans Walk-Throughs and Formal Observations	Continuous
1.4.2	Emphasize moderate to vigorous physical activity regularly to promote healthy students by providing a minimum of 135 minutes weekly of Physical Education. SWR	P.E. Teacher	TEKS for Physical Education	Student Schedules Lesson Plans Fitness Gram Data Walk-Throughs and Formal Observations	Continuous

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.4.3	Incorporate physical activity into the curriculum where appropriate to ensure integration with other subject areas.	P.E. Teacher Teachers	Lesson Plans	Walk-Throughs and Formal Observations	Every 9 Weeks
1.4.4	Encourage parents to be active role models by including physical activity in daily life and support their children's participation in physical activities. PI C&I	P.E. Teacher	Lesson Plans Newsletter Open House	Copy of Newsletter - on file Fitness Gram Field Day	Monthly April-May 2016
1.4.5	Provide parents with a list of mental health services available in the community as appropriate.	Counselor	Mental Health and outside Counseling services	List of Services and Resources	September 2016-May 2017
1.4.6	Implement Kagan structures to address social skills.	P.E. Teacher	Lesson Plans	Participation and Observation	September 2016-May 2017
Objective: 1.5 Ensure that all students participate in Fine Arts activities.					
1.5.1	Provide an opportunity for an engaging environment that fosters creative expression and performances for all students. SWR	Fine Arts teachers which include: Art, Band and Choir teachers	Campus Funds Students' Schedules Master Schedules	Participation Portfolios Walk-throughs Formal Evaluations	Continuous
1.5.2	Equip students with the skills and tools necessary to increase understanding and perception of the arts and the world around them. SWR	Fine Arts teachers	Textbooks, Recordings, Reproductions, TEKS, Internet Resources	Classroom Assessments Observation Lesson Plans Concerts and Final Products/Projects	Art Show – April 2017 Choir concert dates – October 20, 2016 December 12, 2016 March 10, 2017 (Day Performance) May 15, 2017
1.5.3	Develop a global awareness and respect for diversity by emphasizing our shared historical and cultural heritage in the arts. SWR	Fine Arts teachers	Textbooks, Recording, Reproductions, TEKS, Internet Resources	Classroom Assessments Observation Lesson Plans	Continuous
1.5.4	Encourage higher level thinking skills through critical evaluation of and response to activities in the arts. SWR	Fine Arts teachers	Textbooks, Recordings, Reproductions, TEKS, Internet Resources	Classroom Assessments Observation Lesson Plans	Continuous
1.5.5	Provide students the opportunity to explore original artworks in venues outside the classroom.	Fine Arts teacher	Campus funds	Post visit classroom assessment	Continuous
1.5.6	Provide Orientation and a tour of the school for current 5 th Grade students.	Principal Art Teacher Band Directors Choir Teacher	Bus Requests	Presentations by Fine Arts Department	April 2017

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 1.6 Provide a safe learning environment by decreasing disciplinary infractions, tobacco, alcohol & drug offenses and incidents of violence.					
1.6.1	Monitor discipline reports throughout the year. CNA	Principal, Assistant Principal, PEIMS Clerk	Skyward	Discipline Report	Every 9 weeks
1.6.2	Provide classroom teachers training regarding de-escalation strategies and techniques. PD	Principals Special Ed Director	Campus discipline reports Central Office ESC2	Training agendas Attendance (Sign in sheets Certificates)	Annually as scheduled
1.6.3	Celebrate Red Ribbon Week with daily campus activities. PI AND C&I	Special Programs Director Administrators Teachers	Local funds Champion Club Members	Drug-Free Activities	October
1.6.4	Refer students to Community Resource Coordination Group (CRCG) and to Connections. C&I	Counselor Administrators	Parents Connections & CRCG Personnel	CRCG Referral Connections Referral	Ongoing
1.6.5	Provide counseling services on campus to ensure students' needs are being met.	Counselor Principal	Scheduled Times Connections	Curriculum Decreased discipline referrals	September 2016-May 2017
Objective 1.7 Support a safe learning environment by ensuring staff awareness through training related to required district policies, plans and procedures.					
1.7.1	Provide Guidance lessons: <ul style="list-style-type: none"> • "Pass to Counselor" in each classroom • Schedule Group counseling addressing anger management. • Staff development for teachers SWR AND C&I 	Students Counselor	SRO Connections Local district Policies	Student Surveys Review reports on Report A Bully.com	September Ongoing
Objective 1.8 Ensure that all students and each student group are prepared for the rigors of the STAAR tests in Reading/Writing/English Language Arts (ELA) for grades 3 – 12. (See Needs Assessment)					
1.8.1	Integrate technology through the research process (ex. Britannica online)	ELAR Teachers	TexQuest Bureau of Labor and Statistics	Grades Finished Projects	August-May
1.8.2	Implement Kagan structures to address social skills and academic content.	ELAR Teachers	Kagan Institute Resources	Various activities in classroom	August-May

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.8.3	<p>Implement word wall in the classroom as we discuss the various genres in text.</p> <p>Incorporate academic vocabulary and genre vocabulary into warm-up activities.</p> <p>SWR</p>	ELAR Teachers	<p>Word Cards sorted: Across Genre, literary, Informational, Expository</p> <p>Merriam-Webster Dictionary</p>	<p>Observation as students are questioned by the teachers and staff members.</p> <p>Grades from warm-up activities.</p> <p>Grades from group activities</p>	Throughout School Year
1.8.4	Utilize journal writing activities to enhance skills and provide opportunities to respond to literature.	ELAR Teachers	Journals	Assessment of student responses Grades	Throughout the School Year
1.8.5	<p>Using Flexible Teaching to help our Sp. Ed. students that are being mainstreamed, as well as our struggling students. SWR</p> <ul style="list-style-type: none"> • Tutor Sp. Ed. students through inclusion pull out as needed to work with them on specific skills. • Implement reading and math enrichment classes in the regular and Sp. Ed settings. • Master Schedule – ELAR block to address student achievement. • Utilize Stetson scheduling strategies when planning the master schedule and scheduling Sp. Ed student. • Gap Intervention Specialist – Provide additional support to ELAR classrooms for low achievers, economically disadvantaged, and Hispanic students. 	<p>ELAR Teachers</p> <p>Inclusion Teacher</p> <p>(2) ELAR Teachers (2) Math Teachers (1) Gap Interventionist</p> <p>Principal Curriculum Director</p>	<p>Mobymax Activities supporting areas that students are struggling with.</p> <p>LLI Kit (Teal)</p> <p>Measuring Up to the TEKS (STAAR) – used for tutorials with ARI</p> <p>STAAR Ready 6th Grade Reading (after school tutorials)</p> <p>Think & Roll Footrest High Rise Monitor Riser</p>	<p>Observation</p> <p>Reports from Mobymax Grades</p> <p>GPC Committee</p>	<p>Throughout the School Year at different intervals</p> <p>Throughout the School Year</p>

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
	<ul style="list-style-type: none"> Alter Master Schedule to allow for ELAR block. Utilize GAP Interventionist in the ELAR Enrichment and Dyslexia classes for low achievers, economically disadvantaged and Hispanic students. Provide a social skills class for Special Education students who have difficulty with managing self-discipline. Sp. Ed staff members will participate in PLC's (Professional Learning Communities) twice per semester. PD Provide time after completing technology lessons for students to work on Pathblazers TA 	<p>Campus Administrators</p> <p>Campus Administrators Enrichment & Dyslexia Teacher</p> <p>Sp. Ed. Teacher</p> <p>Sp. Ed Director</p> <p>ELAR Teachers Technology Teacher</p>	<p>Counselor</p> <p>District Funding Gap Interventionist</p> <p>Social Skills Builder</p> <p>Discussion on Topics</p> <p>Computer Lab Managers</p>	<p>STAAR Results</p> <p>DMAC Reports CBA's & Unit Assessments Master Schedule</p> <p>Successful integration of Social Skills</p> <p>Meeting Agenda & Minutes</p> <p>Pathblazers' Lessons</p>	<p>May 2017</p> <p>Scheduled throughout School Year</p> <p>Throughout the Year</p> <p>As Scheduled</p> <p>Throughout the School Year</p>
1.8.6	Provide reading opportunity in the mornings. SWR	ELAR Teacher	Library	Teacher Observation Supervised Students	Tuesday – Thursday 7:30 – 7:50
1.8.7	Provide reading practice for the various skills and TEKS	ELAR Teacher	<p>Mentoring Minds – Total Motivation Reading STAAR</p> <p>Measuring Up Express STAAR</p>	Observation Grades from practice passages	Throughout the School Year
1.8.8	Provide technology opportunities in the classroom	ELAR Teachers	<p>Laptops COW Computer Lab – scheduled Pathblazers Student Responders</p>	Reports from: AR Mobymax Edmodo	Throughout the School Year
1.8.9	Incorporate Natural Reader and Kurzweil for oral readers as needed.	ELAR Teachers Sp. Ed Department	Kurzweil Program Natural Reader	Grades Assessments	Ongoing
Objective 1.9 Ensure that all students and each student group are prepared for the rigors of the STAAR tests in Math for grades 3 - 12. (See Needs Assessment)					

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.9.1	Utilize journal writing for notes on mathematical steps and written examples. SWR	Math Teachers	Journal	Journal Notes	Daily
1.9.2	Provide students with after school access to Computer Lab for TTM practice.	Social Studies Teachers	Local Funds=\$8,000.00	Sign-In Sheets	Tuesdays
1.9.3	Provide students with tutoring after school and during school tutorials. TA	Math Teachers AMI Tutors	Local Funds=\$8,000.00	Sign-In Sheets	Tuesdays
1.9.4	Apply lesson activities: <ul style="list-style-type: none"> To generate equivalent forms of rational numbers and numerical expressions To solve real-world problems, including rates, ratios and proportions To apply measurement conversion concepts To summarize numerical and categorical data using statistics and logical reasoning To develop financial literacy, including the concept of credit That utilize variables in number sentences and charts Utilize In mathematical processes and tools, including logical reasoning To incorporate small-group and cooperative group activities Fan-n-Pick Quiz-Quiz Trade Rally Robin Shoulder Partner SWR	Math Teachers	TEKS Resource System Lone Star Manipulatives McGraw Hill Connected Measuring Up Express Mentoring Minds SmartBoard SMART Responders STAAR Materials Think Through Math	Lesson Plans Assessments Walk-Throughs and Formal Observations DMAC Reports	Weekly Daily Nine Weeks Continuous Ongoing
1.9.5	Administer Mock Math tests and prepare students by direct teaching/reteaching/ repetition (repeated practice).	Administrators Math Teachers Counselor	SCE Funds TEKS Resource System All Teachers and Counselors Technology SmartBoard Student Responders	Enrichment Mock Test Results Generated Reports DMAC reports for Assessments and Mock Tests	September-May Weekly Spring

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.9.6	Utilize Math GAP Interventionist	Campus Administrator	District Funding	STAAR Results Master Schedule	May 2017
1.9.7	Incorporate Natural Reader and Kurzweil oral readers as needed.	Math Teachers Sp. Ed Department	Kurzweil Program Natural Reader	Grades Assessments	Ongoing
Objective 1.10 Ensure that all students and each student group are prepared for the rigors of the STAAR tests in Science for grades 3 – 12. (See Needs Assessment)					

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.10.1	Increase STAAR Science Scores by:	Science Teachers	Campus Budget Lab Materials Science Vocabulary Words Students/Guest School Buses	Assessments, IPRs, Report Cards Lesson Plans	Throughout the Year Fall and Spring
	<ul style="list-style-type: none"> Exposing science students to field investigations and scientific methods during field and laboratory investigations: 				
	<ul style="list-style-type: none"> Integrating Video/Quizzes 	Science Teachers	elearning.com online videos (headphones) Laptops/Cow	Online Quizzes	Throughout the Year
	<ul style="list-style-type: none"> Taking field trips to Port Aransas Nature Tours and UT Marine Science Museum 	All Teachers	Campus Budget Bus Requests	Student Lists	Spring
	<ul style="list-style-type: none"> Incorporate documents/assessments 	Science Teachers	Edmodo	Created Document/Quizzes	Throughout the Year
	<ul style="list-style-type: none"> Utilizing composition books (journals) for notes, foldables, and daily lesson reflections. 	Science Teachers	Composition Books	Videos Composition Notes	Daily
	<ul style="list-style-type: none"> Integrating STEMScopes.com curriculum 	Science Teachers	Textbook & Online Programs PC/Laptop Headphones	Handouts/Assessments Lab Worksheets	Throughout the Year
	<ul style="list-style-type: none"> Researching STEM Careers 	Science Teachers	www.sciencebuddies.org	Handouts Journals	Throughout the Year
	<ul style="list-style-type: none"> Integrating Discovery Education 	Science Teachers	www.DiscoveryEd.com PC/Laptop Headphones	Video	Throughout the Year
	<ul style="list-style-type: none"> Incorporating new textbook adoption 	Science Teachers	Houghton-Mifflin, Lab Manual, and STAAR Resources, Think Central	Unit Reviews: Science Fusion, Assessments, Lab Worksheets	Throughout School Year
<ul style="list-style-type: none"> Incorporate Ignite torch 	Science Teachers	Torch Smart Responders Quizzes	CBA Results/Grades	Throughout School Year	
SWR and ASSM					

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
	<ul style="list-style-type: none"> Integrating Texasgateway.com Integrating TEKS resource system 	Science Teachers	Interactive website	Online quizzes and demonstrations	Throughout School Year
		Science Teachers	High yield strategies Year at a glance FIG's	Sample Questions Teacher Guide	Throughout School Year
1.10.2	Implement Kagan structures to address social skills and academic content.	Science Teachers	Kagan Institute Resources	Various activities in classroom Lesson Plans	August-May
1.10.3	Incorporate Natural Reader and Kurzweil oral readers as needed.	Science Teachers Sp. Ed Department	Kurzweil Program Natural Reader	Grades Assessments	Ongoing
Objective 1.11 Ensure that all students and each student group are prepared for the rigors of the STAAR tests in Social Studies for grades 3 – 12. (See Needs Assessment)					
1.11.1	Inventory maps and other materials required for TEKS and incorporate them into the instructional program. Investigate Continent Maps specifically. SWR	Curriculum Director Social Studies Teachers Teachers	TEKS required materials Resources for special needs students Maps & Atlases	Inventory logs Lesson Plans	Annually
1.11.2	Incorporate Kagan structures for Cooperative and Discipline Learning	Teachers	Kagan Resource Materials	Lesson Plans Grade Assignments	Ongoing
1.11.3	Incorporate new adopted textbook based computer resources and district wide training.	Social Studies Teachers Curriculum Director	Textbook Laptop/Notebooks	Lesson Plans Grades	Ongoing
1.11.4	Utilize Smart Responders and Ignite Torch to enhance lessons and to analyze student progress. SWR	Social Studies Teachers	SmartBoard Smart Responders Ignite Torch TEKS Resource System	Lesson Plans Grades	Ongoing
1.11.5	Utilize on-line resources such as, but not limited: Connect Ed, Discovery Ed, Quizlet.com, Youtube.com, Remind and Office 365.	Classroom Teachers	Skyward Access Parents' email addresses	Lesson Plans Messages Sent and Received	Ongoing
1.11.6	Incorporate Natural Reader and Kurzweil oral readers as needed.	Social Studies Teachers Sp. Ed Department	Kurzweil Program Natural Reader	Grades Assessments	Ongoing
Objective 1.12 Ensure that in all content areas there is no performance gap between At-Risk students and non At-Risk students.					

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.12.1	<p>Provide supplemental services for at-risk students:</p> <ul style="list-style-type: none"> • Provide opportunities for extending learning; SWIM • Provide awareness to students in Hispanic and Economically Disadvantaged subgroups to participate in U.I.L. by publicizing and announcing the U.I.L. schedule • Provide an additional class for our ELL students to utilize the Rosetta Stone Computer Program in computer labs. <p>TA, SWR, C&I AND PI</p>	<p>Director of Special Programs Principal SWIM Teacher</p> <p>UIL Sponsors Teachers</p> <p>Counselor Computer Lab Manager</p>	<p>SWIM Teacher Local Funds</p> <p>UIL Budget</p> <p>Computer Labs Parents Master Schedule</p>	<p>Evaluation Report</p> <ul style="list-style-type: none"> • Disparity between at-risk and non at-risk student performance (Minimum one time per nine weeks) <p>List of Participants District Meet</p> <p>Rosetta Stone Student Reports Student's Tech Schedule</p>	<p>Summer School (June)</p> <p>(9) times out of school year</p> <p>UIL Schedule</p> <p>As Scheduled</p>
1.12.2	<p>Utilize Samsung Tablets and Smart Responders to enhance classroom lesson activities and increase student engagement.</p> <p>SWR AND C&I</p>	<p>Science and Social Studies Teachers</p>	<p>Campus Budget PTO Budget Technology Resources and Personnel</p>	<p>Campus Inventory Logs Lesson Plans</p>	<p>Throughout school year</p>
1.12.3	<p>Utilize tablets purchased for our ELL students to Access the various educational applications. TA, SWR, C&I</p>	<p>Principal</p>	<p>Librarian</p>	<p>Check out library records</p>	<p>Available through library all year</p>
1.12.4	<p>Monitor the following PBMAS indicators to ensure compliance:</p> <ul style="list-style-type: none"> • Over-identification of special education students • Over-identification of Hispanics in special education program • Excessive number of special education students placed in In-School Suspension (ISS) 	<p>Special Education Director</p> <p>PBMAS Campus Committee Members Administrators</p>	<p>ARD Decision Making Manual PEIMS data</p> <p>Committee</p> <p>Skyward PEIMS Clerk Special Education Director</p>	<p>PBMAS Report</p> <p>Discipline Referrals</p>	<p>August</p> <p>August – May</p>

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.12.5	<ul style="list-style-type: none"> Utilize Kurzweil to aid students in becoming independent writers. Utilize MobyMax, an internet based self-pacing curriculum program, for Reading, Language, Science and Math to assist with individualized curriculum for students with special needs. 	<p>Special Education Teachers</p> <p>Administrators Teachers and Paraprofessionals Curriculum Director</p>	<p>Computer Software District Sp. Ed funds</p> <p>Special Education Director Diagnostician</p>	<p>Students' work samples</p> <p>Sign In Sheets Agenda</p>	<p>Ongoing</p> <p>Ongoing</p>
1.12.6	<p>Improve services for Dyslexic students and 504 students by:</p> <ul style="list-style-type: none"> Providing update training to all teachers and staff in identification and assessment procedures and recognizing students with characteristics of dyslexia and/or related disorders. <p>PD</p>	<p>Curriculum Director Counselor Principal READ Teacher</p>	<p>Local funds Region 2 ESC</p>	<p>Dyslexia Plan Staff Development Calendar & Agenda</p>	<p>Ongoing</p>
1.12.7	<p>Address identified needs in the G/T program such as:</p> <ul style="list-style-type: none"> Evaluate G/T program to determine program needs. Host G/T Parent Night Schedule Field Trip for GT students. Conduct GT Expo Night All core curriculum teachers will guide students on T.P.S.P. projects. Sponsor Destination Imagination Teams <p>PD and SWR</p>	<p>G/T Coordinators</p> <p>G/T Coordinators</p> <p>G/T Coordinators</p> <p>G/T Coordinators</p> <p>Core Teachers</p> <p>DI Sponsors</p>	<p>G/T Parents</p> <p>G/T Parents</p> <p>G/T Manual G/T Brochures</p> <p>T.P.S.P. Guidelines</p> <p>DI Materials GT Students</p>	<p>Teacher/Parent Evaluations</p> <p>Sign-in Sheets</p> <p>Field Trip Destination</p> <p>Final Projects</p> <p>DI Regional Competition</p>	<p>August-May</p> <p>September</p> <p>Spring</p> <p>May</p> <p>August-May</p> <p>Spring 2017</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
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Goal 2. GPISD will capitalize on the strengths, resources, and talents of its diverse community to accomplish its Call to Action.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
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Objective: 2.1 Provide opportunities for parent and community involvement.

2.1.1	Establish partnerships that provide opportunities for the district and partners to work together. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Ron Wilson	Community/Business leaders and Members	Evaluations Number of established partnerships	August – July 2017
2.1.2	Incorporate service learning and community service into the curriculum. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Curriculum Directors Principals Club Sponsors	Student Council	Can Food Drive 30 Community Hours	November 2016 April 2017
2.1.3	Provide opportunities for parent and community involvement through the following: <ul style="list-style-type: none"> • Site-Based Decision Making • ARDs • Safe and Drug-Free Schools and Communities Committee • Red Ribbon Week • Health Advisory Committee • Parent/Teacher Organization • School Open Houses PI	Administrator Regular and Special Education Teachers Diagnostician Counselor Special Programs Director School Staff Members and Students Campus Representatives Campus Representatives Principal Teachers	ARD Committee Members SRO's Counselor SHAC Committee Members PTO Executive Board PEIMS Clerk	Meeting Agendas Attendance records Red Ribbon Activities Agendas/Sign-in Sheets Agendas/Sign-in Sheets/Invitation	As Scheduled October Meet 4-times a year Fall & Spring Open Houses

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	
2.1.4 <ul style="list-style-type: none"> • Schedule G/T Expo Night • Invite parents to the annual Parent Conference • Host Parent Reading & Math Activity Nights during 2nd semester. • Schedule annual Reading Day • Publish monthly Newsletters • Utilize teacher web pages and campus website. • Promote Family Access • Host choir and band concerts • Host Veterans' Day • Host Grandparents' Day PI, SWR AND C&I	Administrators and Teachers GT Coordinators ELAR & Math Teachers Administrators Librarian Registrar Clerk Choir/Band Directors Social Studies Teachers Administrators	Campus Budget School District Website Computer Curriculum Director Community Leaders School Secretary PEIMS Clerk Accompanist Campus Budget Student Council Sponsor and Students Student Council Sponsor and Students	Newsletter Webpage Sign-in sheets Emails New Students School Calendar Sign-in Sheets Sign-in Sheets	Throughout the School Year 2 nd Semester November Monthly Time of Registration Fall, Winter and Spring November November	
Objective 2.2 Promote use of Family Access to parents and students who are new to the district.					
2.2.1	Announce Family Access opportunity to all parents. PI AND C&I	Administrators Teachers Office Staff	Newsletters Announcements Websites Conferences PEIMS Clerk	Family Access Usage Report Open House Sign-In Sheets	Ongoing

Goal 3. GPISD will restructure its school systems to provide opportunities for all.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective: Review and revise current operational systems to maximize efficiency and effectiveness and to address the changing needs of students, staff and the community.					
3.1.1	Expand course offerings to include a greater variety of career and technology, online and integrated courses. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Mr. Kyde Eddleman	Del Mar College Course Materials District Resources	Grades, Students registered, Certifications, Course Work Credit attained by students	Fall 2016 and Spring 2017
3.1.2	Adjust long-range facilities plan to accommodate changes in increased classroom needs. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Dr. Paul Clore	Long-range planning consultant Projected enrollment studies	Long-range facilities plan	October 2014
3.1.3	Recommend a succession plan for key administrative positions. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Dr. Paul Clore	Long-range planning consultant Projected staffing needs	Staffing projections plan	May 2015
3.1.4	Implement schedule(s) based on varied time modules that are student-centered and flexible. SWR	Administrators	Enrichment, Inclusion and READ classes	Campus master schedules	August 2015
3.1.5	Implement and/or create in-school and after-school activities that provide participation opportunities for all students. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Principals Club Sponsors UIL Sponsors	Club Budget UIL Campus Budget	Member List UIL Participant List UIL Schedule Weekly Bulletin	Scheduled Meetings
3.1.6	Plan for grade-level reconfiguration to PK/K-5, 6-8 model.	Asst. Supt. Principals Directors	Facilities Staff	Campus master schedules	May 2015
3.1.7	Support strategies derived from the Texas Behavior Support Initiative (TBSI). SWR	Discipline Committee (CATS TEAM)	Region 2 ESC	Survey Results	Ongoing
3.1.8	Monitor Weekly and monthly Discipline Reports. TP	Principal and Asst. Principal PEIMS Clerk	Weekly and monthly PEIMS Discipline Data	Discipline Reports	September-May
3.1.9	Utilize behavioral specialists and PACES instructors to learn specific strategies in dealing with Special Education students. TA	JHS PACES Teachers Behavioral Specialists Classroom Teachers Administrators	Diagnostician Special Education Director ESC2	Discipline Referrals	As Scheduled

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective 3.2 Implement the District dating violence policy.					
3.2.1	Inform students and parents about the District Dating Violence Policy. PI	Principal	Board Policy FFH (LOCAL)	Parent Newsletter Policy handouts	As of December 2009
Objective 3.3 Implement the District Discipline Management Plan.					
3.3.1	Use the Disciplinary Alternative Education Program (DAEP) for mandatory placements of students, according to the Student Code of Conduct. <ul style="list-style-type: none"> Incorporate "Winning Wildcats" (Character Education) strategies into the curriculum to increase social skills and decrease social conflicts Incorporate CATS (Creating Attitudes that Shine) store for 6th graders Provide counseling for students needing to reduce impulsive and aggressive behavior. C&I, SWR AND PD	DAEP Coordinator Administrators Core Team ESC-2 Classroom Teacher ARD Committee Special Education Director Teachers & Staff Counselor District Staff Guest Speakers	Core Team Teachers, Administrators, "Winning Wildcats" materials & rewards; \$350.00 Counselor Administrators Teachers Winning Wildcats tickets "Winning Wildcats" materials & rewards, Campus Budget, PTO donations Coordinator	DAEP Board report DAEP Placements Discipline Referral Training Sessions Agendas Lesson Plans Decrease in discipline referrals Calendar of Events Discipline Referrals	Monthly on Occurrence Per occurrence Daily As scheduled Weekly December Monthly
Objective 3.4 Implement the District Freedom From Bullying Policy with campus strategies.					
3.4.1	Provide Guidance lessons and teacher training that: <ul style="list-style-type: none"> Incorporate Anti-Bullying strategies including use of Report A Bully.com SWR	Principals Counselor	Student Information Counselor Pass	Decrease in referrals Grades Sign-in Sheets and Agendas	Ongoing
3.4.2	Schedule guest speakers for anti-bullying program. SWR	Counselor Curriculum Director Guest Speaker	Local Funds Computer Class Connections	Decrease in discipline referrals dealing with bullying. Student survey	Fall Semester
3.4.3	Schedule anti-bullying classes C&I and SWR	Principal Computer Lab Managers	SRO Computer Class Schedules	Decrease in number of reports on Report A Bully.com	August-May
3.4.4	Utilize the "Bully Matrix" form to document the number of bullying incidents. SWR	Administrators	Bully Matrix Form	Decrease the use of Bully Matrix forms	August-May

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
3.4.5	Follow new district policies in dealing with bully referrals. SWR	Administrators Teachers Counselor	Legal & Local Policies Referrals Documentation Required	Decrease in Bullying Incidents & Referrals	August-May
3.4.6	Use SRO officers, campus staff, guest speakers, and assemblies to provide activities regarding bullying prevention. SWR	Principals	SRO Officers Guest Speakers Board Policy on Bullying G-P Website-Report a Bully	Assembly Schedule	Annually
Objective 3.5 Development and Implement the District Allergy Management Plan.					
3.5.1	Provide awareness training (i.e., allergies) to food service, campus, and transportation staff. PD AND SWR	Food Services Director Nurses Director of Operations	District Policy	Meeting agendas Sign-in sheets	Annually
3.5.2	Provide emergency response training to food service, campus, and transportation staff regarding allergies. PD AND SWR	Food Services Director Nurses Director of Operations	District Policy	Meeting agendas Sign-in sheets	Annually

GOAL 4. GPISD will provide students and teachers the education, tools, and training to be digitally proficient.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective: 4.1 Provide opportunities to increase the use of technology in teaching and learning.					
4.1.1	Develop a budget dedicated to maintaining the expansion of digital technology. (STRATEGIC PLANNING ACTION TEAM PRIORITY) SWR	Andrew Guerra	Action Team	Finished survey documents	May 2015
4.1.2	Maintain and expand technology infrastructure to support digital technology for teaching and learning. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Andrew Guerra	Technology Teacher Librarian	New Property Forms	Continuously
4.1.3	Ensure that every student and teacher has access to compatible technology devices for teaching and learning. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Andrew Guerra Administrators Teachers	Technology Department School Budget	Quotes PO's	Continuously
4.1.4	Provide students with before and/or after school access to computers and library for purposes of doing homework, schoolwork, and/or research projects that require access to a computer. SWR	Curriculum Directors Principals Librarian Teachers Technology Director	TTM AR Tests Computer Labs	Student TTM Reports AR Test Results	Throughout School Year
4.1.5	Provide a variety of trainings for staff during August staff development and at faculty meetings. PD	Campus Administrators Technology Director Curriculum Directors	TCEA Attendees District Technology Plan Local funds	Agendas Sign-in Sheets	August 2016 Monthly Meetings
4.1.6	Implement the district's technology plan. SWR	Technology Director Principals	District Employees District Technology Plan Texas Star Chart Curriculum Directors Local funds TRE funds	Agendas and sign in sheets District budget	Annually

GOAL 5. GPISD will prepare all students to achieve post-secondary goals.

Objective: 5.1 Ensure a graduation rate of 95% or better.					
5.1.1	Revise and Implement the District Guidance Plan by providing information to students and parents regarding the following: <ul style="list-style-type: none"> The need for students to make informed curriculum choices to be prepared for success beyond high school. Teach for Texas grant program Sources of information on higher education admissions and financial aid. C&I	Curriculum Director Principals Counselor	District Guidance Plan Parent and student meetings Guest speakers College & University GO system	Counselor-Teacher Lesson Plans 4 year plans Parent Meeting Agendas	Annually
5.1.2	Progressively measure current high school students' satisfaction with the preparation they are receiving in relation to their post-graduation goals. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Secondary Curriculum Director Goal 5 Action Team High School Academic Dean High School Counselors	High School Principal Secondary Curriculum Director Dean of Instruction	Survey	January-May 2017
5.1.3	Administer and evaluate data from Interest/Aptitude Assessments. SWR	Counselor	On-Line Student Survey	Interest/Aptitude Assessment	Career Week in February
Objective: 5.2 Increase the number and percentage of students participating in and scoring at or above criterion on college entrance exams.					
5.2.1	Focus on college readiness through increased G/T math projects. TA	Curriculum Directors Principals Math Facilitator	G/T funds Local funds	Lesson plans G/T projects	Nine Weeks
5.2.2	Progress Monitor student scores in a variety of assessments to assure that the rigor will meet the demands of college entrance exams. ASSM	Principal Teachers	Time, Template	Progress Monitoring Sheet DMAC Reports	Ongoing

GOAL 6. GPISD will develop a proactive and systemic means of communicating with stakeholders.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective: Increase communication with all stakeholders.					
6.1.1	Implement feedback tools (surveys) to determine best mechanism for communicating with each stakeholder group. In particular, release House Bill 5 surveys and promote as much as possible with intent to meet Board Goals. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Mrs. Crystal Matern, Communications Crd.	Survey Monkey Analysis Software Skyward/Comm. Tools School Messenger	Report of Findings	Spring 2016
6.1.2	Enroll parents of new students in Family Access. PI	Principals PEIMS Staff	District website Comm. Tools, social media	Dissemination of information Counts of enrolled families	2016-2017
6.1.3	Expand district reach through social media and mobile communication. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Mrs. Crystal Matern, Communications Crd. Asst. Principal	School Messenger Skyward	Messages sent Newsletter	Continuously
6.1.4	Enroll all secondary students in Student Access.	Principals Campus Technology Contact Technology Dept.	Local Funds Technology Dept. Skyward	Counts of enrolled students	Fall 2014
6.1.5	Expand use of School Messenger and Family Access as communication tools. PI	Technology Director Principals.	Local funds Skyward Technology Staff	School Messenger call records Family Access data	Annually
6.1.6	Submit current event articles to all media outlets as appropriate/necessary. PI	Communications Crd.	District, Campus Staff	Media Coverage	Annually
6.1.7	Post current information on district and campus websites. PI	Technology Director Campus Web Masters Dept. Administrators Principals Teachers	Technology Director Campus Web Masters	Updated websites	Weekly
6.1.8	Promote the benefits of the mobile Skyward app to all parents/students. PI	Campus Administrators Teachers and Staff	PEIMS Coordinator Communications Crd.	Number of Skyward app downloads	Current School Year
6.1.9	Develop and implement standard operating procedures for district communication across all campuses/entire system.	Communications Crd. Superintendent	Administrators Campus Principals	Effective implementation of procedures	2015-2016

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6.1.10	Encourage all parents/students with Skyward Family Access accounts to update, keep current information for latest news and notifications from district, campuses (via Skyward email blasts, School Messenger, etc.)	Communications Crd. PEIMS Coordinator Campus Principals	PTO Organization Campus Newsletters Campus Websites	More frequent use, receipt of messages to parents/students.	2015-2016
6.1.11	Provide staff development on available forms of communication and effective implementation.	Communications Crd.	Administrators Campus Principals District Staff	Proven improvements in implementation.	Spring 2016
6.1.12	Review District, Campus branding (logos/trademarks, themes, etc.), and adjust for consistency in appearance, professionalism and accuracy.	Communications Crd. Board of Trustees Superintendent	Administrators Campus Principals	Implement changes as needed.	Spring 2016
6.1.13	Identify primary languages in which dual-language documents are needed. PI	Principal	Google Translator Texas Education Agency PEIMS Clerk	Dual-language documents	Ongoing
6.1.14	Develop materials in an understandable format in the parents' primary language. PI	Principal	Region 2 ESC Assistant Superintendent Curriculum Director Special Programs Director Translation Websites	Copy of all materials	Ongoing
6.1.15	Provide opportunities for parents and the community through flyers, newsletters and etc., to be aware of all activities at GP Intermediate. PI	Administrators, Teachers, PTO	Newsletters, Marquee, School Messenger, Flyers	School Messenger Call Record, Flyers, Newsletters	August 2016-May 2017

GOAL 7. GPISD will evaluate all current programs for efficiency and alignment with the district Call to Action.

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Objective: Increase effectiveness of district programs.					
7.1.1	Implement feedback tools (surveys) to gather input on effectiveness of current programs. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Federal and Special Programs Director	Action Team	Meeting Agendas Sign-in Sheets Completion Report	May 2016
7.1.2	Develop a standard method of evaluation and determine measures to assign efficiency and alignment to programs. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Federal and Special Programs Director	Action Team	Meeting Agendas	May 2017
7.1.3	Abandon or retool programs that were identified as not being efficient or aligned to our Call to Action. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Federal and Special Programs Director	Action Team	Sign-in Sheets	May 2017
7.1.4	Develop a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency. (STRATEGIC PLANNING ACTION TEAM PRIORITY)	Federal and Special Programs Director	Action Team	Completion Report	May 2017
7.1.5	Continue to weed out all library books, computer programs and other systems that are obsolete. SWR	Librarian, Technology Para, Librarian Aide	Destiny, Technology inventory	Destiny Inventory Reports, Technology Inventory	Ongoing

APPENDIX A

Account Code	Campus	Beginning Balance	Description
ESL		287.00	
199-11-6399-00-105-0-25	GP INTERMEDIATE	\$335.00	General Supplies – ESL
199-11-6397-00-105-0-25		\$0.00	Supplies – Software
GT		\$3198.00	
199-11-6396-00-105-0-21		\$0.00	Computer Equip. – GT
199-11-6118-00-105-0-21		\$300.00	GT Stipend
199-11-6397-00-105-0-21		\$0.00	Supplies – Software
199-11-6399-00-105-0-21		\$2548.00	General Supplies – GT
199-11-6412-00-105-0-21		\$350.00	Travel-Students
199-11-6411-00-105-0-21		\$0.00	Travel-Employee-Only (GT Certification)
STATE COMP. ED		\$11,798.00	
199-11-6118-00-105-0-30		\$0	Stipends-Professional
199-11-6412-88-105-0-30		\$0	Travel-Students (Tutorial bus)
199-11-6399-00-105-0-30		\$11,798.00	General Supplies
LOCAL FUNDS		\$53,404	
211-11-6118-00-105-5-30		\$8,000.00	Stipends – Prof (Tutorials)
211-11-6399-00-105-5-30		\$44,775.00	General Supplies
211-61-6499-00-105-6-30		\$120.00	Parental Involvement