

**GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT**

**T. M. Clark Elementary**

**Campus Improvement Plan**

**2016-2017**



**Call to Action**

*We are committed to teaching students to be Safe, Responsible, Respectful members of our community. We strive to provide opportunities for all students to fulfill their potential now and in the future.*

**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.

**TM Clark Campus Site-Based Decision Making Committee 2016-2017**

<b>Parents</b>			<b>Community Members</b>		
Teresa Turner			Karen Diaz		
<b>Elected Members</b>			<b>Appointed Members</b>		
<b>Business Members</b>			Kristin Connor		
Lori O'Riley	Teacher		Bobby Rister	Principal	
Melissa Momper	Teacher		Penny Armstrong	Assistant Principal	
Adri Felt	Teacher		Clifton Langton	Nurse	
Amy Pensyl	Teacher		Patsy Rodriguez	Counselor	
Jaime Joseph	Teacher				
Ruben Vela	Teacher				
Cydra Rodriguez	Sp. Programs Teacher				

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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 (PBMAS) 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 AS APPENDIX B

## 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

<b>RESPONSIBLE PARTY</b>	<b>Priority One: The District will develop a comprehensive approach to accommodating expected student growth.</b>
Paul Clore Ron Wilson David Batot Arnold Oates	<ul style="list-style-type: none"><li>• <b>Facilities:</b> 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.</li></ul>

<p>Alton Alexander David Batot</p>	<ul style="list-style-type: none"> <li>▪ Facilitate the implementation of current long range plan adopted in the fall of 2014. <ul style="list-style-type: none"> <li>▪ Establish plan, initiate progress to demolish existing, outdated facilities at Ray Akins Wildcat Stadium and begin construction for maintenance upgrades.</li> <li>▪ Move forward with an offer for property adjacent to the high school and/or plan for other possible scenarios to acquire land.</li> <li>▪ 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.</li> <li>▪ Plan and determine future use of old T.M. Clark (current Central Office) property.</li> <li>▪ (Any additional action items as needed – TBD)</li> </ul> </li> <li>▪ 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"> <li>▪ Address/reduce amount of debris on all grounds.</li> <li>▪ Update building, parking lot signage to meet current legal standards in sequence from High School to Elementary campuses.</li> <li>▪ Complete planning for parking lot paving and begin work at JH, TM Clark, Andrews and Austin.</li> <li>▪ (Any additional action items as needed – TBD)</li> </ul> </li> </ul>
<p>Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Leslie Faught Barbie Tumlinson Andrew Guerra</p>	<ul style="list-style-type: none"> <li>• <b>Support Systems for Students and Teachers:</b> 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"> <li>▪ 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. <ul style="list-style-type: none"> <li>▪ (August 2016) Provide two full days of Kagan Training for 100% of instructional staff at an estimated per person cost of \$165.</li> <li>▪ (Any additional action items as needed – TBD)</li> </ul> </li> </ul> </li> </ul>
<p>Paul Clore Ron Wilson</p>	<ul style="list-style-type: none"> <li>• <b>Finances:</b> Review and update the District’s Finance Status as the wealth status of the District evolves. <ul style="list-style-type: none"> <li>▪ Beginning in October 2015, present semi-annual updates regarding the evolving financial situation of the</li> </ul> </li> </ul>

	<p>district to include:</p> <ul style="list-style-type: none"> <li>▪ Multi-year financial projections; and</li> <li>▪ An estimate of the wealth status in a multi-year format.</li> <li>▪ <b>Funding estimates provided for current year.</b></li> <li>▪ <b>(Any additional action items as needed – TBD)</b></li> </ul>
Darla Czerwinski Paul Clore	<ul style="list-style-type: none"> <li>• <b>Staffing:</b> While increasing staffing as a function of student growth, develop a succession plan to ensure smooth transitions in leadership across the District as staffing increases. <ul style="list-style-type: none"> <li>▪ <b>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.</b></li> <li>▪ <b>Board will have the option to appoint an administrator to fill the superintendent vacancy as an interim as appropriate.</b></li> <li>▪ <b>For superintendent vacancy, Board will initiate replacement process as the Board deems appropriate.</b></li> <li>▪ <b>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.</b></li> <li>▪ <b>(Any additional action items as needed – TBD)</b></li> </ul> </li> </ul>

*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.*

<b>RESPONSIBLE PARTY</b>	<b>Priority Two: The District will continue making innovations in curriculum and instruction to ensure increased student readiness for advancement and post-secondary success.</b>
Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson	<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"> <li>• <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50 percent)</i></li> </ul>



Leslie Faught	<p><i>of the STAAR measures as reported by the state.</i></p> <ul style="list-style-type: none"> <li>• Review analysis of reports provided by the state.</li> <li>• (Any additional action items as needed – TBD)</li> </ul>
Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught	<ul style="list-style-type: none"> <li>• Close achievement gaps in annual improvement among students from different racial and ethnic groups and socioeconomic backgrounds. <ul style="list-style-type: none"> <li>• <i>Criteria for a proficient rating: annually the district will see an increase in a majority (more than 50 percent) of students demonstrating progress across subjects and demographic groups, including ethnicity and economically disadvantaged students.</i></li> <li>• (Any additional action items as needed – TBD)</li> </ul> </li> </ul>
Darla Czerwinski Kim Story Tina Ybarra Sharon Reckaway Barbie Tumlinson Leslie Faught	<ul style="list-style-type: none"> <li>• Continue to promote high expectations for all students in both student performance and post-secondary readiness. <ul style="list-style-type: none"> <li>• <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></li> </ul> </li> </ul> <p>District will:</p> <ul style="list-style-type: none"> <li>• Maintain 95% or higher graduation rate.</li> <li>• Maintain or improve the number of students graduating with a Recommended or Distinguished Graduation (Diploma) Plan.</li> <li>• Increase the number of opportunities for students to take 4-year college/university entrance exams (SAT/ACT).</li> <li>• (Any additional action items as needed – TBD)</li> </ul>
Darla Czerwinski Leslie Faught Kim Story Sharon Reckaway	<ul style="list-style-type: none"> <li>• 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"> <li>▪ <i>Criteria for a proficient rating: annually the district will see an increase (more than 50 percent) in the</i></li> </ul> </li> </ul>

Barbie Tumlinson Kyde Eddleman Roxanne Reininger Shelly Pyatte	<p><i>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></p> <p>District will:</p> <ul style="list-style-type: none"> <li>• Increase number of students who graduate with at least 12 college hours.</li> <li>• Increase number of students enrolled in CTE courses.</li> <li>• Provide additional opportunities to complete CTE certifications.</li> <li>• (Any additional action items as needed – TBD)</li> </ul>
Darla Czerwinski Kim Story Leslie Faught Barbie Tumlinson Kyde Eddleman Roxanne Reininger Shelly Pyatte	<ul style="list-style-type: none"> <li>• 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"> <li>▪ <i>Criteria for a proficient rating: annually, the district will analyze student and industry needs and modify programs and offerings accordingly.</i></li> <li>▪ (Any additional action items as needed – TBD)</li> </ul> </li> </ul>
Darla Czerwinski Kim Story Leslie Faught Kyde Eddleman Roxanne Reininger Shelly Pyatte Crystal Matern	<ul style="list-style-type: none"> <li>• 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, 21<sup>st</sup> Century workforce development, second language acquisition, digital learning environment, dropout prevention, and gifted and talented.           <ul style="list-style-type: none"> <li>▪ <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></li> </ul> </li> </ul> <p>District will:</p> <ul style="list-style-type: none"> <li>▪ Set standard for each campus to receive a program score averaging 2.5 or greater on 4-point scale.</li> <li>▪ (Any additional action items as needed – TBD)</li> </ul>

*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.*

<b>RESPONSIBLE PARTY</b>	<b>Priority Three: The district will achieve the seven goals in the strategic plan by following up on each goal as outlined in the plan.</b>
Leslie Faught Crystal Matern Paul Clore	<ul style="list-style-type: none"> <li>• Annually, provide opportunities for stakeholders to contribute to the strategic planning process and make adjustments that align to community input and perceived needs. <ul style="list-style-type: none"> <li>▪ District conducted initial meeting with Action Team, and established new Action Items to meet set objectives for coming year(s).</li> <li>▪ District will provide mid-year evaluation/report giving status updates from Action Team leaders December 2016 and end of year report, June 2017.</li> </ul> </li> </ul>

**MEASUREABLE STUDENT PERFORMANCE OBJECTIVES FOR 2016-2017**

Description	Reading				Math				Science				Writing				
	2014%	2015%	2016%	Goal	2014%	2015%	2016%	Goal	2014%	2015%	2016%	Goal	2014%	2015%	2016%	Goal	
All Students	81	86	79	84	74	83	81	81	No data available		80	82	80	78	72	79	
African American	*	*	*	55	*	*	*	55			*	55	*	*	*	*	55
Hispanic	76	81	73	79	65	79	76	75			69	71	74	68	71	73	
White	88	93	86	91	87	74	88	85			96	98	87	87	71	84	
Two or More Races	86	79	100	90	57	83	*	55			*	55	*	*	*	55	
Male	79	79	74	79	70	83	78	79			79	81	74	72	60	71	
Female	84	96	87	91	80	83	84	84			82	84	86	86	86	88	
ECD	77	86	74	81	63	77	74	73			78	80	73	69	77	75	
Special Education	38	100	44	63	41	89	41	55			50	55	38	*	25	55	
LEP	*	50	64	64	*	75	64	70			*	55	*	*	40	55	

\* - masking rules apply where there is less than five students participating on an exam

55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System

Calculation = Average + 2 Percentage Points

Results by Demographic Spring 2016:

Description	Reading/ELA			Math			Science			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	311	247	79	311	251	81	111	89	80	93	67	72
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	176	129	73	176	133	76	62	43	69	58	41	71
White	123	106	86	123	108	88	45	43	96	31	22	71
Two or More Races	7	7	100	7	7	100	*	*	*	*	*	*
Male	183	136	74	183	143	78	66	52	79	50	30	60
Female	128	111	87	128	108	84	45	37	82	43	37	86
ECD	155	115	74	155	115	74	49	38	78	56	43	77
Special Education	32	14	44	32	13	41	8	4	50	8	2	25
LEP	11	7	64	11	7	64	*	*	*	5	2	40

\* - masking rules apply where there is less than five students participating on an exam

55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System

Results by Demographic Spring 2015:

Description	Reading/ELA			Math			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	199	172	86	200	166	83	100	78	78
African American	*	*	*	*	*	*	*	*	*
Hispanic	108	88	81	109	86	79	50	34	68
White	82	76	93	82	74	90	47	41	87
Two or More Races	6	6	100	6	5	83	*	*	*
Male	107	84	79	108	90	83	57	41	72
Female	92	88	96	92	76	83	43	37	86
ECD	101	87	86	102	79	77	45	31	69
Special Education	8	8	100	9	8	89	*	*	*
LEP	8	4	50	8	6	75	*	*	*

\* - masking rules apply where there is less than five students participating on an exam

55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System

Results by Demographic Spring 2014:

Description	Reading/ELA			Math			Writing		
	Tested	# L2	% L2	Tested	# L2	% L2	Tested	# L2	% L2
All Students	212	172	81	216	160	74	104	83	80
African American	*	*	*	*	*	*	*	*	*
Hispanic	106	81	76	109	71	65	54	40	74
White	94	83	88	95	83	87	45	39	87
Two or More Races	7	6	86	7	4	57	*	*	*
Male	119	94	79	123	86	70	54	40	74
Female	93	78	84	93	74	80	50	43	86
ECD	88	68	77	90	57	63	37	27	73
Special Education	13	5	38	17	7	41	8	3	38
LEP	*	*	*	*	*	*	*	*	*

\* - masking rules apply where there is less than five students participating on an exam

55 - the minimum goal possible to avoid missing a safeguard in the State Accountability System

## Title I School Wide Components

TM Clark Elementary 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 the objective falls under the School-wide Reform Strategies Component 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** - School-wide 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. strengthens 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 school wide 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
<b>Objective 1.1 Make improvement in student performance for all students, with special attention to further closing of the achievement gap between student groups.</b>					
1.1.1	Implement project-based teacher training with ongoing support. (SWR) <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	Assistant Principal	Curriculum Director TPSP website Teachers Pay Teachers Lead4Ward GT Funds	Sign-in Sheets Lesson Plans PDAS Data GT Progress Reports	August-July 2016
1.1.2	Administer and analyze Curriculum Based Assessments in grades 2-5.(ASSM)	Elementary Curriculum Director  Principals  Teachers	TEKS RESOURCE SYSTEM  Region 2 ESC  DMAC	Testing Calendar	Nine Weeks or End of Units
1.1.3	Implement Focus time in each grade level daily to provide interventions and extension of learning objectives.	Classroom Teachers  Principals	DMAC  SCE funds  LLI Kit  Tutors	SBDM Agendas  Principals' Meetings  Report Cards  CBA's	Weekly
1.1.4	Implement differentiated instruction to meet the learning needs, styles, strengths and weaknesses of each student. (TA)	Curriculum Directors  Principals  Teachers	Region 2 ESC Training  Lead4Ward  Kagan  T-TESS	Staff Development Calendar & Database  Lesson Plans  Report Cards  CBA's	August 2016-July 2017  Weekly  Nine Weeks

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.5	Provide class size reduction teacher in Grade 1 to assist with targeted instruction. (SWR)	Director of Special Programs  Principal	Title II funding \$58,115	TPRI Results  Lesson Plans  Grades  Promotion/Retention data	August 2016-July 2017  Nine Weeks
1.1.6	Response to Intervention progress monitoring programs to include: MobyMax, TPRI, IStation, Imagine Learning, TTM, LLI Kits, Reasoning Minds. (TA)	Teachers/Lab Aide  Principals  Counselors	District Funds  FIT Meetings	Student Reports	Each 3 Week Period
1.1.7	Provide training to all campus staff in recognizing students with characteristics of dyslexia and/or related disorders as well as district identification and assessment procedures.	Dyslexia Teacher  Principal	Dyslexia Teacher	Agendas, Sign-in Sheets, Report cards	Nine Weeks  August Training
1.1.8	Provide professional development in the ELPS Academy for new core content teachers.	Principal	On-line ELPS Academy	Certificates	December 2016
1.1.9	Provide teacher aides to support instruction in PK-5.	Administrators	3FTE SCE \$69,368  District Funds	Schedules	Fall 2016
1.1.10	Provide before and after school tutorials for ESL students at each grade level 1-5-(TA)	Principal  Tutors	Title I funds  SCE funds	Sign-in Sheets	October –April 2017
1.1.11	Participate in academic competitions including Scripps Spelling Bee, National Geography Bee, and U.I.L.	Assistant Principal	Sponsor  Local Funds	Rosters and Agendas	November- May 2017
1.1.12	Purchase additional Kagan Materials to support Cooperative Learning Structures in grades PK-5.	Principal	PTO  Local Funds	Walk-throughs  Decrease Discipline Referrals  Report cards	November 2016
1.1.13	Provide resources for Gap Intervention Specialist	Principals  Gap Intervention Specialist	Title I \$1,341	CBAs  STAAR Grades	Each 9 weeks

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1.14	Invite area Head Start and Preschools to attend “Kindergarten Orientation.” (TP)	Counselor	District Funds	Sign-in Sheets	May 2017
1.1.15	Provide math materials to support math standards.	Principal	Title I \$1,500	CBA	Fall 2016
1.1.16	Provide Writing training to prepare students for STAAR Writing changes.	Principal Curriculum Director	ESC II	Certificates CBA	Fall 2016
1.1.17	Provide teachers with assessment preparation workbooks and instructional guides in math, reading, and writing.	Principal Dyslexia Teacher	Title I \$4,743 Title 1 \$200 Dyslexia Workbooks/instructional guides	CBAs Lesson Plans	Fall 2016
<b>Objective 1.2 Increase student attendance rate for all students and each student group to 97% or better.</b>					
1.2.1	Provide Nine Week Attendance Incentives.	PEIMS Clerk Administrators	.45 FTE 12,520 SCE PTO Donations	Increased student attendance	2016-17 School Year
1.2.2	Continuing campus cleaning/sanitizing equipment purchase schedule.	Custodian Administrator	Campus Funds	Purchase Orders	2016-17 School Year
<b>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.</b>					
1.3.1	Require new hires and encourage current staff to become ESL and GT certified with district reimbursement of testing and certification costs. (HQ)	Principal Human Resources	District Funds	Number of Certificates	2016-2017 School year
1.3.2	Share updated campus “Survival Guide” to include written guidelines for campus staff expectations and procedures.	Administrators Office personnel	Campus /District Policies, calendars, etc.	Sign-in Sheets T-TESS	Fall 2016
1.3.3	Recognize teachers and staff for outstanding achievement, accomplishments and perfect attendance weekly and monthly. (R/R)	Principals Assistant Principal	Employee Attendance Report Connecting Clark Jean Passes	Attendance reports Faculty Meetings (Agenda)	2016-17 School Year

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.3.4	Partner with Texas A&M Corpus Christi Pre-Service Reading Practicum.	Administrators TAMU Professor	Classroom Space Mentor Teachers	TAMU Student Completion Teacher Assignment	Spring 2017
1.3.5	Utilize SCE aides to provide technology opportunities for all students and assistance in Kinder classrooms.	Administrators	1.9FTE/SCE \$43,020 Master schedule	Walk throughs	2016-17 School Year
<b>Objective 1.4 Ensure all students participate in coordinated school health program.</b>					
1.4.1	Provide an environment that fosters safe and enjoyable physical activities.	Principal PE Teachers	Local Funds	Discipline Logs	Nine Weeks
1.4.2	Emphasize moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.	Principal PE Teachers	PE TEKS	Lesson Plans Fitnessgram Data	Weekly February 2016
1.4.3	Incorporate physical activity into the curriculum where appropriate to ensure integration with other subject areas.	Principal Teachers	TEKS RESOURCE SYSTEM High Yield Strategies	Lesson Plans T-TESS	Weekly
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)	Coach/Teachers	Newsletters Website	Parent Involvement School-wide Activities	2016-17 School Year
1.4.5	Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices.(C&I)	Nurse/Coach	Instruction Food Service	Attendance	2016-17 School Year
1.4.6	Provide counseling services to ensure students' needs are being met.	Counselors	Counseling Schedule	Counseling Lessons	2016-17 School Year
1.4.7	Provide parents with a list of mental health services available in the community as appropriate.(C&I)	Counselors	Community Resources	Discipline Referrals FIT Notes	2016-17 School Year
<b>Objective 1.5 Provide a safe learning environment by decreasing disciplinary infractions, tobacco, alcohol, &amp; drug offenses and incidents of violence.</b>					
1.5.1	Provide classroom teachers training regarding de-escalation strategies and techniques.	Principals Special Ed Director	ESC 2 CPI Training	Decreased office referrals, incidents of violence, and restraints	2016-17 School Year

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.5.2	Use positive behavior strategies to increase student success in managing their behavior.	Principals Teachers Counselor	Shout Outs Cool Kid Tickets \$500	Decreased office referrals, Increased positive communication with parents	2016-17 School Year
1.5.3	Provide Gap Intervention Specialist training in Capturing Kids Hearts which focuses on developing positive student relationships.(PD)	Administrators	Flippen Group Title I (\$600.00) Gap Intervention Specialist	Review of TAPERS	August 2016  2016-2017 School Year

**Objective 1.6 Support a safe learning environment by ensuring staff awareness through training related to required district policies, plans and procedures.**

1.6.1	Review and inform staff and students (when appropriate) of district policies related to: <ul style="list-style-type: none"> <li>Dating violence</li> <li>Sexual abuse and other maltreatment of students</li> <li>Multi-hazard Emergency Operating Plan (MEOP)</li> <li>Freedom from Bullying</li> <li>Allergy Plan</li> <li>Suicide prevention</li> <li>Child abuse</li> <li>Sexual Harassment</li> </ul>	Administrators Counselor Nurse SRO Officer	Trainings Web Resources Nurse Updates	Sign-in Sheets	2016-17 School Year
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**FUTURE STRATEGIC PLANNING SPECIFIC RESULTS**

- Continue grade level counseling schedule to include student updates and reminders.
- Design and implement safe, innovative classroom models adaptive to the content(s) being taught.

**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
<b>Objective 2.1 Provide opportunities for parent and community involvement.</b>					
2.1.1	Establish partnerships that provide opportunities for the district and partners to work together.  <i><b>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</b></i>	Mr. Ronald Wilson  Principal PTO	District  Campus	Established Partnerships	2016-17 School Year
2.1.2	Provide opportunities for parent and community involvement through the following: <ul style="list-style-type: none"> <li>• Watch D.O.G.S.</li> <li>• Multi-Cultural Event/Presentations</li> <li>• Community Helper Visits</li> <li>• Academic Family Nights</li> </ul>	Administrators Counselors Teachers Classroom teachers PTO	Watch D.O.G .S. Website Lesson Plans	Sign-In Sheets  Agendas	2016-17 School Year
2.1.3	Continue Book-a-Palooza to encourage early reading each Fall in partnership with the city library.(TP) (C&I)	Principal District Librarian	Library Funds	Attendance	Fall 2016
2.1.4	Provide School Wide Reading Event by providing the same book to every campus family	Principal District Librarian  Reading Teachers	Title I Funds (\$3,000)	Kick-off and Final Event	January-May 2017
2.1.5	Provide opportunity for parents to attend Parental Involvement Conference.	Principal	ESC II  Title I Funds (\$50)	Certificates	Spring 2017
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Incorporate service learning and community service into the curriculum.					
➤ Increase staff awareness and involvement in community organizations.					

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

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Objective 3.1 Review and revise current operational systems to maximize efficiency and effectiveness and to address the changing needs of students, staff and the community.</b>					
3.1.1	Adjust long-range facilities plan to accommodate changes in increased classroom needs. <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	Dr. Paul Clore	District Budget	STAAR Scores Teacher Success	2016-17 School Year
3.1.2	Encourage teachers to visit other teacher's classroom to see high-yield strategies being utilized across the curriculum.	Principals Lead Teachers	Teacher Invitation Principal Request	Walk-through T-TESS	2016-17 School Year
3.1.3	Implement schedule(s) based on varied time modules that are student-centered and flexible.	Assistant Principal	Rosters	Grades Intervention Schedule	September-May 2017
3.1.4	Provide resources and staffing for FOCUS(Intervention/Enrichment) time each day.(SWR)	Administrators	LLI Kits, Comp. Tool Kit, STAAR Math Master Schedule Tx Teks Progress Math	CBA Results Reading and Math Levels	2016-17 School Year
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Implement and/or create in-school and after-school activities that provide participation opportunities for all students.					
➤ Implement a Professional Learning Community system of professional development that includes a coaching and hands-on approach.					
➤ Create product-based and presentation-based assessment options.					



**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
<b>Objective 4.1 Provide opportunities to increase the use of technology in teaching and learning.</b>					
4.1.1	Develop a budget dedicated to maintaining the expansion of digital technology.  <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	. Andrew Guerra	District	Survey Results	May 2016
4.1.2	Provide students with before and after school access to computers for purposes of doing homework, schoolwork, and/or research projects that require access to a computer.(SWR)	Curriculum Directors Principals Technology Director	Computer Labs	Sign-in sheets	Weekly
4.1.3	Provide a variety of technology trainings for staff during August staff development.(PD)	Technology Director	Technology Plan	Teacher Evaluation Sheets	August 2016
4.1.4	Purchase “Starfall” software to support PK instruction.	Principal	Title I \$270	Walk-throughs	Spring 2016
4.1.5	Campus Website Coordinator training on new website.	District Communications Director  Principal  Teacher	Stipend	Webpage Contact	September 2016- May 2017
4.1.6	Campus wide “Brainpop” software.	Principal  Teachers  Computer Lab Aides	SCE \$1,695	Usage	December 2016- May 2017
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Maintain and expand technology infrastructure to support digital technology for teaching and learning.					
➤ Provide teacher/student training on established standards of technology proficiency.					
➤ Insure that every student and teacher has access to compatible technology devices for teaching and learning.					

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

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Objective 5.1: Ensure a graduation rate of 95% or better.</b>					
5.1.1	Implement current "4Year" planning process to include a post-graduation plan and rename accordingly for each student beginning in the 7 <sup>th</sup> grade.  <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	Kim Story	4 Year Plan	Updated Plan	January 2016
5.1.2	Encourage participation monthly in "College/Tech. Shirt Day" to encourage students to consider postsecondary options.	Principal	Schedule Classroom Discussions on postsecondary options	Class Participation Class Assignments based on College Day.	Once a Month 2016-17 School Year
5.1.3	Revise and implement the District Guidance Plan by providing information to students and parents regarding the following: <ul style="list-style-type: none"> <li>• Teach for Texas grant program</li> <li>• The need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>• Sources of information on higher education admissions and financial aide</li> </ul>	Curriculum Directors Principals Counselor	Project Wisdom  District Guidance Plan  Parent and student meetings  Guest speakers	Counselor's logs  Counselor-Teacher Lesson Plans  Meeting agendas  4 year plans	As scheduled
5.1.4	5 <sup>th</sup> grade classes adopt a college competition.	5 <sup>th</sup> grade Teachers	Communication		September 2016- May 2017
<b>Objective 5.2: Increase the number and percentage of students participating in and scoring at or above criterion on college entrance exams.</b>					
5.2.1	Focus on college readiness through increased G/T projects K-5.	Curriculum Directors Principals Math Facilitator	G/T funds \$900  Local funds	Lesson plans	Nine weeks Not completed, revisit in 16-17 school year
5.2.2	Discuss postsecondary options during 3 <sup>rd</sup> -5 <sup>th</sup> grade classroom guidance lessons.	Counselor  Teachers	Agenda	Student Participation	Monthly
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Measure graduates' satisfaction with the preparation they received for post-graduation life.					
➤ Include college/career awareness in K-4 curriculum.					

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

STRATEGIES		PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Objective 6.1 Increase communication with all stakeholders.</b>					
6.1.1	Implement feedback tools (surveys) to determine best mechanism for communicating with each stakeholder group. <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	Crystal Matern	Survey	Survey Results	2016-17 School Year
6.1.2	Develop standard operating procedures for district communication across campuses.	Principals PEIMS Clerk	District website Parent Computer	Dissemination of information	August 2016-May 2017
6.1.4	Enroll parents of new students in Family Access.	Technology Director Principals	Local funds	School Messenger call records Family Access data	Annually
6.1.5	Submit current event articles to the Portland News.	Superintendent Principals	Campus Staff	Published newspaper articles	Annually
6.1.6	Post current information on district and campus websites.	Technology Director Campus Web Masters Dept. Administrators Principals Teachers	Technology Director Campus Web Masters	Updated websites	Weekly
6.1.7	Provide training to parents to maximize the use of Family Access. (PI)	Office Staff	Parent Computer	100% of Parents Registered	December 2016
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Provide staff development on available forms of communication and effective implementation.					
➤ Establish means of communicating volunteer and business involvement opportunities in the district.					
➤ Improve campus website to include weekly information.					

**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
<b>Objective 7.1 Increase effectiveness of district programs.</b>					
7.1.1	Implement feedback tools (surveys) to gather input on effectiveness of current programs.  <i>(STRATEGIC PLANNING &amp; ACTION TEAM PRIORITY)</i>	Dr. Leslie Faught	Campus Lists	District List	December 2016
<b>FUTURE STRATEGIC PLANNING SPECIFIC RESULTS</b>					
➤ Develop a standard method of evaluation and determine measures to assign efficiency and alignment to programs.					
➤ Develop a system and timeline to regularly evaluate remaining and/or new programs for fidelity and efficiency.					

Account Code		Campus		Beginning Balance	Description
ESL				\$3920	
199-11-6399-00-102-0-25		TM Clark Elementary		\$2720	General Supplies-ESL
199-13-6411-00-102-0-25		TM Clark Elementary		\$0200	Travel-Employee Only
199-11-6339-00-102-0-25		TM Clark Elementary		\$1000	Testing Materials
GT				\$2601	
199-11-6399-00-102-0-21		TM Clark Elementary		\$0900	General Supplies-GT
199-11-6411-00-102-0-21		TM Clark Elementary		\$0200	Teacher Travel
199-11-6339-00-102-0-21		TM Clark Elementary		\$0601	Testing Materials
199-13-6411-00-102-0-21		TM Clark Elementary		\$0600	GT Teacher Certification
199-11-6118-00-102-0-21		TM Clark Elementary		\$0300	GT Coordinator Stipend
State Comp Ed				\$21809	
199-11-6118-00-102-0-30		TM Clark Elementary		\$10000	Stipends Professional (Tutorials)
199-11-6399-00-102-0-30		TM Clark Elementary		\$11809	General Supplies
Title I				\$73697	
211-11-6118-00-102-7-30		TM Clark Elementary		\$25000	Stipends Professional (Tutorials)
211-11-6399-00-102-7-30		TM Clark Elementary		\$6000	General Supplies
211-11-6395-00-102-7-30		TM Clark Elementary		\$10050	Furniture & Equipment
211-11-6396-00-102-7-30		TM Clark Elementary		\$32000	Computer Equipment
211-11-6397-00-102-7-30		TM Clark Elementary		\$0250	Supplies-Software
211-61-6499-00-102-7-30		TM Clark Elementary		\$0397	Parental Involvement
211-11-6669-00-102-7-30		TM Clark Elementary		\$10000	Library Books & Media (District-Wide)
				*Do not include	