Gregory-Portland Independent School District

Gregory-Portland High School

2022-2023 Campus Improvement Plan

Mission Statement

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

Vision

Core Beliefs

In G-PISD, we believe our...

STUDENTS are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

PARENTS/FAMILIES are true partners, have a voice, and have high expectations.

FACULTY AND STAFF build inclusive relationships and maximize student success with integrity, compassion, and talent.

PRINCIPALS AND CAMPUS LEADERSHIP are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

SUPERINTENDENT AND CENTRAL OFFICE advance our vision with intention, collaboration, and purpose-driven leadership.

BOARD OF TRUSTEES are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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Comprehensive Needs Assessment

Revised/Approved: July 25, 2022

Demographics

Demographics Summary

The communities of Gregory and Portland are located in the Southeastern portion of San Patricio County, just eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 20,000. Gregory-Portland High School covers a 10 square acre area and maintains an enrollment iof approximately 1,400 students. With the projected growth in industry and availability of housing in the coming years, we can expect to see an increase in enrollment. The campus percentage of economically disadvantaged students has increased from 48.96% in 2020-21 to 52.20% at the end of the 2021-22 school year. Campus percentages of English Learners (EL) have increased slightly from 2.22% in 2022-21 to 2.94% in 2021-22. The Hispanic population continues to increase from 57.13% in 2021-22 to 58.66% in 2021-22. Attendance rates have sharply dropped from the pre-pandemic percentage of 95.8% in 2019 to 89.7% in 2022.

Demographics Strengths

Despite the impact of the pandemic, EOC scores have improved in Algebra and Biology from the 2020-21 school year. There was no decrease in English II or US History EOC scores. The percentage of graduates earning one or more industry-baseed certifications increaded from 11.60% in 2021 to 26.70% in 2022.

Problem Statements Identifying Demographics Needs

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

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

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

Student Achievement

Student Achievement Summary

Spring 2022 EOC Results

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

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

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

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

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

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

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

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

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

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

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

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

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

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

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

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals
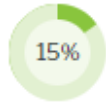
Goal 1: Exceptional Student Performance

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Accelerated Instruction	**Formative**		
Strategy's Expected Result/Impact: AI should increase EOCs scores for student who previously failed the EOC .	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199/24 or 30 - State Compensatory - $6,500	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Analysis of Frequently Missed EOC Questions to Determine Future Instruction through Teacher Collaboration and PLCs.	**Formative**		
Strategy's Expected Result/Impact: Strategy should increase EOC scores for all students.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team ELA Department	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Targeted EOC Prepartation for ELA	Formative		
Strategy's Expected Result/Impact: Targeted EOC preparation based on predictive indicators such as benchmarks, MAP data, and classroom performance should increase EOC scores for all students.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team ELA Department **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199/24 or 30 - State Compensatory - $1,910	50%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Create and implement an ESL / TELPAS Strategic Plan	Formative		
Strategy's Expected Result/Impact: Increased performance for Emergent Bilingual students	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team LPAC Coordinator District ESL Leadership **Funding Sources:** - 199/25 - State Bilingual/ESL - $2,535	15%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Implementation of dyslexia programming through purchase of phonemic awareness decks and training opportunities for teachers.	Formative		
Strategy's Expected Result/Impact: Dyslexia programming will improve reading skills for students, thus improving student achievement and graduation rates.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team Special Education Chair **Funding Sources:** Phonemic Awareness Decks - Dyslexia (PIC 37,43) - $538, Teacher Training Opportunities - Dyslexia (PIC 37,43) - $2,000	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Exceptional Student Performance

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Accelerated Instruction	**Formative**		
Strategy's Expected Result/Impact: Accelerated Instruction should increase EOCs scores for student who previously failed the EOC. **Staff Responsible for Monitoring:** School Leadership Team **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199/24 or 30 - State Compensatory - $6,500	**Jan**	**Mar**	**June**
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Analysis of Frequently Missed EOC Questions to Determine Future Instruction through Teacher Collaboration and PLCs.	**Formative**		
Strategy's Expected Result/Impact: Strategy should increase EOC scores for all students. **Staff Responsible for Monitoring:** School Leadership Team Math Department	**Jan**	**Mar**	**June**
	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Targeted EOC Preparation for Mathematics	**Formative**		
Strategy's Expected Result/Impact: Targeted EOC preparation based on predictive indicators such as benchmarks, MAP data, and classroom performance should increase EOC scores for all students. **Staff Responsible for Monitoring:** School Leadership Team Math Department **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199/24 or 30 - State Compensatory - $1,910	**Jan**	**Mar**	**June**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Exceptional Student Performance

Performance Objective 3: 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups moving from All 57%, White 63%, Hispanic 55%, African American 50%, EB 65%, ED 45%, and SPED 61% to All 79%, White 82%, Hispanic 78%, African American 75%, EL 83%, ED 73%, and SPED 81%

High Priority

HB3 Goal

Evaluation Data Sources: TAPR CCMR percentages

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement G-PISD CTE Programs of study that align with local and state labor market data and determine and address any student barriers that exist.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Provide leaders and staff with opportunities and tools to continuously grow and improve in order to move students toward reaching their full potential. **Staff Responsible for Monitoring:** School Leadership Team CTE Coordinator **TEA Priorities:** Connect high school to career and college **Funding Sources:** - State CTE (PIC 22) - $205,327, Updated culinary lab to align with industry standard - 244 - Carl Perkins - $22,379	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify strategies to better prepare students for college assessments including SAT/ACT/TSIA and AP exams.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Provide teachers with opportunities and tools to continuously grow and improve in order to move students toward reaching their full potential. **Staff Responsible for Monitoring:** School Leadership Team Campus Testing Coordinator **TEA Priorities:** Connect high school to career and college	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Xello for grades 7-12.	Formative		
Strategy's Expected Result/Impact: Xello is an online program that fully engages every student in building the skills, knowledge, and plans for future success -- regardless of background, ability, or pathway. **Staff Responsible for Monitoring:** Principal Dean of Instruction **Funding Sources:** - 244 - Carl Perkins - $12,440	**Jan**	**Mar**	**June**
	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement and continue Gifted/Talented Program.	Formative		
Strategy's Expected Result/Impact: Servicing students through Dual Credit and AP courses. **Staff Responsible for Monitoring:** School Leadership Team G/T Coordinator **Funding Sources:** - 199/21 -State Gifted and Talented - $8,000	**Jan**	**Mar**	**June**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Exceptional Student Performance

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

High Priority

HB3 Goal

Evaluation Data Sources: Graduation Rate
Attendance Rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement effective alternative education program (WLC) aimed at at-risk students. Continue to monitor the success of students attending Wildcat Learning Center (WLC) to ensure credit attainment and accelerated instruction.	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: An effective alternative education program will lead to greater graduation rates among at-risk students. **Staff Responsible for Monitoring:** School Leadership Team **Funding Sources:** WLC will be staffed by four teachers (2 X 1.000 and 2 X 0.875). - 199/24 or 30 - State Compensatory - $303,884, Edgenuity - 199/24 or 30 - State Compensatory - $16,300	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement a program to regain credits throughout the school year (winter night school, summer school).	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: An effective summer school program will enable students to recover credits towards graduation. **Staff Responsible for Monitoring:** School Leadership Team **Funding Sources:** - 199/24 or 30 - State Compensatory - $15,000	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a plan of Positive Behavioral Interventions and Supports (PBIS) for the campus	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in school climate and decrease in discipline incidents **Staff Responsible for Monitoring:** School Leadership Team Campus PBIS Committee	50%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide a structured and supportive learning environment for students removed from the regular campus by discretionary or mandatory means and placed in the District Alternative Education Program (DAEP). Review program criteria and provide modifications as necessary. Consider groups served, attendance rates, pre- and post-assessment results, dropout, and graduation rates.
 	
Students placed within DAEP will utilize the BASE curriculum.
    Strategy's Expected Result/Impact: An effective DAEP will lead to greater graduation rates among at-risk students.
    Staff Responsible for Monitoring: School Leadership Team
 	
    Funding Sources: Three teachers and two paraprofessionals. - 199/28 DAEP State Compensatory - $231,000, BASE program - 289 - Title IV, Part A - $5,400, Edgenuity - 199/24 or 30 - State Compensatory - $16,300
	Formative		

	Jan	**Mar**	**June**
	50%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Continue to provide and monitor supports for special education.
    Strategy's Expected Result/Impact: Tier 3 supports should lead to an increase in student achievement and graduation rates.
    Staff Responsible for Monitoring: School Leadership Team
    Guidance Counselors
    Special Education Chair
    SPED Department
 	
    Funding Sources: - Special Education (PIC 23) - $2,580
	Formative		

	Jan	**Mar**	**June**
	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Exceptional Student Performance

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

    High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement random metal detector procedures.	**Formative**		
Strategy's Expected Result/Impact: Students who feel safe at school tend to perform better academically.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team **Funding Sources:** - 199/11 - General Funds - $5,000	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implementation of Vertically Aligned Discipline Matrix	**Formative**		
Strategy's Expected Result/Impact: More consistent consequences for similar infractions and increased behavior supports	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team	80%	✕	✕

0% No Progress	100% Accomplished	➔ Continue/Modify	✕ Discontinue

Goal 2: High Performing and Engaged Workforce

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement effective PLCs.	**Formative**		
Strategy's Expected Result/Impact: Effective PLCs give teachers a vehicle to drive continuous improvement across the school. **Staff Responsible for Monitoring:** School Leadership Team Department Chairs	**Jan**	**Mar**	**June**
	50%		
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Develop System to Improve Teacher Recognition	**Formative**		
Strategy's Expected Result/Impact: Authentic recognition should increase teacher satisfaction. **Staff Responsible for Monitoring:** School Leadership Team **Funding Sources:** - 199/11 - General Funds - $1,000	**Jan**	**Mar**	**June**
	70%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 2: High Performing and Engaged Workforce

Performance Objective 2: 2.2 Annually increase the retention rate of highly effective faculty and staff.

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide effective coaching to teachers.		**Formative**		
Strategy's Expected Result/Impact: Provide teachers with a voice, skills, and systems to drive continuous improvement across the school.		**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team **Funding Sources:** - 199/11 - General Funds - $10,000		50%		

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide effective coaching to guidance counselors.		**Formative**		
Strategy's Expected Result/Impact: Provide guidance counselors with a voice, skills, and systems to drive continuous improvement across the school through coaching strategies and professional development opportunities.		**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team **Funding Sources:** - 199/11 - General Funds - $7,500		35%		

Strategy 3 Details		Formative Reviews		
Strategy 3: Provide effective coaching to School Leadership Team.		**Formative**		
Strategy's Expected Result/Impact: Provide assistant principals and academic dean with a voice, skills, and systems to drive continuous improvement across the school through coaching strategies and professional development opportunities..		**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Funding Sources:** - 199/11 - General Funds - $10,000		70%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Provide for student voice through monthly Principals Student Advisory Committee meetings.			**Formative**		
Strategy's Expected Result/Impact: Provide students with a voice, skills, and systems to drive continuous improvement across the school.			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Funding Sources:** - 199/11 - General Funds - $2,000			45%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Quality Service and Impactful Community Engagement

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide for parent/family voice through monthly "Coffee with the Principal" meetings.	**Formative**		
Strategy's Expected Result/Impact: Provide parents/families with a voice, skills, and systems to drive continuous improvement across the school. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199/11 - General Funds - $2,000	**Jan**	**Mar**	**June**
	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: Quality Service and Impactful Community Engagement

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: To develop and utilize community-wide channels of communication (including social media, G-P News, etc.) to increase outreach and engagement.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Provide stakeholders with a voice, skills, and systems to drive continuous improvement across the school. **Funding Sources:** - 199/11 - General Funds - $2,000	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 1: 4.1 Annually improve operational processes.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop comprehensive discipline matrix.	**Formative**		
Strategy's Expected Result/Impact: A comprehensive discipline matrix will provide consistency and equity between discipline officers.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team **Funding Sources:** - 199/11 - General Funds - $1,000	100%	100%	100%
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 2: 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Adopt an effective annual budget for the campuses and departments,			**Formative**		
Strategy's Expected Result/Impact: Strategic allocation of resources drive continuous improvement across the school. **Staff Responsible for Monitoring:** Principal			**Jan**	**Mar**	**June**
			30%		
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue					

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Adopt an effective annual budget for the campuses and departments.			**Formative**		
Strategy's Expected Result/Impact: Strategic allocation of resources drive continuous improvement across the school.			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal					
Funding Sources: - 199/11 - General Funds - $1,000			0%		
0% No Progress 100% Accomplished ⟶ Continue/Modify ✕ Discontinue					

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 4: 4.4 Annually improve safety and security.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Review and revise campus procedures to ensure they are up to date and adequate.	**Formative**		
Strategy's Expected Result/Impact: Effective procedures will drive continuous improvement across the school. **Staff Responsible for Monitoring:** School Leadership Team **Funding Sources:** - 199/11 - General Funds - $1,000	**Jan**	**Mar**	**June**
	70%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$2,535.00
				Sub-Total	$2,535.00
				Budgeted Fund Source Amount	$2,535.00
				+/- Difference	$0.00

199/11 - General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$5,000.00
2	1	2			$1,000.00
2	2	1			$10,000.00
2	2	2			$7,500.00
2	2	3			$10,000.00
3	1	1			$2,000.00
3	2	1			$2,000.00
3	3	1			$2,000.00
4	1	1			$1,000.00
4	3	1			$1,000.00
4	4	1			$1,000.00
				Sub-Total	$42,500.00
				Budgeted Fund Source Amount	$241,428.00
				+/- Difference	$198,928.00

199/24 or 30 - State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$6,500.00
1	1	3			$1,910.00
1	2	1			$6,500.00
1	2	3			$1,910.00
1	4	1	Edgenuity		$16,300.00

199/24 or 30 - State Compensatory

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

244 - Carl Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Updated culinary lab to align with industry standard		$22,379.00
1	3	3			$12,440.00
				Sub-Total	$34,819.00
				Budgeted Fund Source Amount	$34,819.00
				+/- Difference	$0.00

289 - Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	BASE program		$5,400.00
				Sub-Total	$5,400.00
				Budgeted Fund Source Amount	$5,400.00
				+/- Difference	$0.00

199/28 DAEP State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Three teachers and two paraprofessionals.		$231,000.00
				Sub-Total	$231,000.00
				Budgeted Fund Source Amount	$231,000.00
				+/- Difference	$0.00

199/21 -State Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			$8,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$8,000.00

199/21 -State Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

Special Education (PIC 23)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	5			$2,580.00
				Sub-Total	$2,580.00
				Budgeted Fund Source Amount	$2,580.00
				+/- Difference	$0.00

Dyslexia (PIC 37,43)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Teacher Training Opportunities		$2,000.00
1	1	5	Phonemic Awareness Decks		$538.00
				Sub-Total	$2,538.00
				Budgeted Fund Source Amount	$2,538.00
				+/- Difference	$0.00

State CTE (PIC 22)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$205,327.00
				Sub-Total	$205,327.00
				Budgeted Fund Source Amount	$205,327.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,104,931.00
				Grand Total Spent	$903,003.00
				+/- Difference	$201,928.00