

**Gregory-Portland Independent School District**  
**Gregory-Portland High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Gregory-Portland ISD builds upon its legacy as a destination district by empowering students to become lifelong learners through engaging academic and extracurricular experiences, applying skills for college and career success, and inspiring them to make a positive impact in our community and the world.

## Vision

G-PISD is a destination district committed to college and career readiness while positively transforming the lives of all students.

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# Comprehensive Needs Assessment

## 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 18,300. Gregory-Portland High School covers a 10 square acre area and maintains an enrollment in excess of 1,400 students. With the projected growth in industry and availability of housing in the next year, we can expect to see an increase in enrollment. The District percentage of economically disadvantaged students has increased from 40.4% in 2014 to 42.60% at the end of the 2016-2017 school year.

District percentages of English Learners (EL) have increased slightly from 2.4% in 2014 to 3.4% in 2016. Over the last few years, some campus EL populations have increased at a faster pace:

2017 - G-P High School (2.3%)

The Hispanic population continues to increase from 54% in 2012 to 57% in 2016. Students who graduate having completed a career and technical education (CTE) coherent sequence of courses (2 or more aligned courses for 3 or more credits) decreased from 37.1% in the class of 2015 to only 24.8% in the class of 2016. The state average for the class of 2016 is 47.8%.

### Demographics Strengths

Attendance rates improved slightly from 2015 to 2016 and continue to maintain around the state average. 2015 – 95.3% and 2016 – 95.6% The 4-year graduation rate improved by 4.2% in 2016 to 93.3%. This is increased from 89.1% in 2015. 89.1% is also the state average in 2016. Our dropout rate decreased from 5.9% in 2015 to 4.4% in 2016. Students who are graduated as “College-Ready” in both math and reading have met criteria on a college-readiness referenced test (TSI, SAT or ACT). The district improved significantly with 50.0% of the class of 2016 graduated with the designation. This is up 9.0% from the class of 2015. The state average for the class of 2016 is 38.7% and the regional average is 28.9%. Teacher experience in 2016-2017 continues to be a strength of the campus.

Graduation Rate: 89.1% (*percentage of students who completed diploma in four years*)

State Average: 89%

Graduates on Recommended/Distinguished HS Plan: 94.9%

Graduates on the Regular (Minimum) HS Program: 5.1%

SAT - Average Student Score: 1446

State Average: 1394

ACT - Average Student Score: 21.1

State Average: 20.6

## Student Academic Achievement

### Student Academic Achievement Summary

Gregory-Portland High School Met Standard in 2017-2018. Had G-PHS been rated, they would have achieved a letter grade of a B.

The accountability system shifted to an A-F Rating system for the 2017-2018 school year.

Below is a comparison of 2017 to 2018 STAAR performance using the three Domains that make-up the new system.

	ECODIS		OVERALL		STUDENT ACHIEVEMENT		ACADEMIC GROWTH		RELATIVE PERFORMANCE		CLOSING THE GAPS		DISTINCTIONS	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
G-P HS	32.5	50.2	79	80	81	81	75	68	71	79	73	76	0	1/7

The EOC results showed slight decreases in All Student Approaches Grade Level in English I, Algebra 1 and US History for the spring of 2018. Biology showed a two percent increase from 91% to 93% and English II showed a 1% increase. English I and English II remain areas of concern.

GR	Content Area	All Students		ECD		Hispanic		White	
		#	%	#	%	#	%	#	%
		Students	Approaches	Students	Approaches	Students	Approaches	Students	Approaches
EOC	English I	333	75%	174	68%	166	71%	145	81%
EOC	English II	348	76%	187	67%	197	70%	136	88%
EOC	Algebra I	257	88%	148	87%	142	86%	103	91%
EOC	Biology	348	93%	187	88%	177	89%	151	98%
EOC	US History	320	95%	153	94%	173	92%	131	98%

### Student Academic Achievement Strengths

EOC tested subjects:

Algebra I, Biology, English I, English II, and U.S. History

- 4 of the 5 EOC tested subjects showed an increase in scores from the previous year.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Gregory-Portland High School provides all teachers with an aligned curriculum to ensure that educators across the district have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

The campus's commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

Gregory-Portland High School implements the district Technology Plan to articulate a common vision for technology to identify the strategies that ensure the use of technology to improve the academic achievement of all students, to provide alternative instructional strategies for engaging all types of learners, to provide enhanced resources, and to assist students in the development of higher level skills in technology, research, critical thinking, and communication. The campus strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

### **School Processes & Programs Strengths**

Gregory-Portland High School provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. Gregory-Portland High School teachers are allowed common planning times throughout the year with support from the Dean of Instruction.

Gregory-Portland High School follow the district curriculum that is written with a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. G-PISD administrators work cooperatively with campus administration, including the Dean of Instruction in strengthening their ability to be instructional leaders. G-PHS incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at the campus level.

Classrooms have LCD projectors or a 70 inch interactive TV with a screen (for teacher instruction as well as virtual lessons) connected to a computer with a DVD/CD player and cable TV capabilities, a document camera, interactive whiteboards and access to a printer/scanner/copier. These items are located on a mobile multi-media teacher workstation. Teachers have a portable computer (ie laptop, tablet computer, or other portable device).



## Perceptions

### Perceptions Summary

Results from G-PHS's most recent parent and student engagement surveys conducted in May of 2017 reveal average to above-average satisfaction with the school district and its campuses. Scores increased from the previous year in most areas, and with regard to community outreach/communication that provide a glimpse of our stakeholders' perceptions toward G-PHS.

The Campus Site-Based Decision Making (SBDM) Committee provide valuable insight and support. Still, there are significant needs to be addressed within the next 1-3 years, including but not limited to:

1. Parent engagement in student learning at home, school;
2. Community volunteerism and opportunities to partner with the Campus;
3. Further development of communication outreach and notification systems;
4. Translation services for non-English speaking families;
5. Continuing advancements to enhance school culture and climate, including proactive measures to reduce the threat of bullying and significant disciplinary issues; and the
6. Development campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.

### Perceptions Strengths

Among the advancements identified by internal and external stakeholders related to district culture and climate, the following were considered strengths in the last two years:

1. Increased community outreach, engagement via social media, website, and media outlets;
2. Addressed needs and improvements related to incident and emergency notifications;
3. Addressed need to provide online option to report a potential instance of bullying;
4. Increased community giving/partnerships in support of G-PHS students and teachers;

5. Increased number of participants for Community and Student Engagement (CaSE) surveys;
6. Improved campus ratings for CaSE surveys, in particular related to the culture and climate of the school environment;
7. Positive feedback from the community related to recent district initiatives and progress including but not limited to: Bond Projects/Construction; Hurricane Harvey response/management; Community partnerships; Fiscal management; New website design, event calendars; Student and staff recognition; and some improvements to campus communication/outreach.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.**

**Performance Objective 1:** The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 7 points from an 85 (B) to a 92 (A) by 2023.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Continue to monitor current in-school and after-school activities that provide participation opportunities for all students.</p>	2.5	Principals PEIMS Counselors	Campus PEIMS data regarding in-school and after-school activities available to students to determine if accessible to all students.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Continue to analyze the success of students attending Wildcat Learning Center (WLC) to ensure credit attainment and accelerated instruction. TEC 11.255 TEC 11.252(c)(3)(H)</p>		Coordinator of WLC	WLC Credit attainment data. Graduation rates of students attending WLC			
	Funding Sources: 199/24 or 30 - State Compensatory - 116613.00					
<p>3) Increase the use of technology (i.e. Laptops, iPads, and graphing calculators) in grades 8-12 through purchase of classroom sets as well as sets for student checkout. TEC 11.252(a)(3)(D) TEC 28.001</p>		Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Principals District Directors	District Technology Plan Increase devices available for students.			






<p>4) Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide modifications as necessary. Consider groups served, attendance rates, pre- and post-assessment results, dropout, and graduation rates. TEC 11.255 TAC 19 103.1201(b)</p>		<p>DAEP Teachers DAEP Coordinator Principals Counselors At-Risk Counselor</p>	<p>Student data</p>			
<p>Funding Sources: 199/24 or 30 - State Compensatory - 181000.00</p>						
<p>5) Implement the district's technology plan. (see Addendum)</p>		<p>Director of Technology</p>	<p>The District Technology Plan will be reviewed throughout the school year to ensure technology goals for the district are being met.</p>			
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Implement the reading RtI manual to identify and provide support to students in tier 1, 2 and 3. Create the math and behavior RtI manual to identify tier 1, 2 and 3 interventions and resources to serve at-risk students.</p>	<p>2.4, 2.6</p>	<p>District Intervention Specialist Director of Special Education GIS Principals District Curriculum Directors Campus RtI leads</p>	<p>RtI meetings will take place 3 times per year so that students will have identified Tier 2 and 3 interventions and resources. The district will adopt a math and behavior Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.</p>			
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Require Summer Academy for students at -risk of not meeting promotion criteria at elementary and secondary levels.</p>	<p>2.6</p>	<p>Assistant Superintendent of School Leadership Directors of Instructional Services Director of Federal and Special Programs Summer Academy Principals</p>	<p>Students attending Summer Academy will attain skills necessary to be promoted to the next grade level.</p>			
<p>Funding Sources: 199/24 or 30 - State Compensatory - 111700.00</p>						
<p><b>Critical Success Factors</b> CSF 2</p> <p>8) Participate in South Texas Curriculum Collaborative (STCC) to provide professional development to staff. PL 107-110 Sec 2123(b)</p>		<p>Assistant Superintendent of School Leadership Assistant Superintendent of C&amp;I Human Resource Director Director of Federal and Special Programs</p>	<p>The committee will monitor enrollment numbers and review and study the feasibility of expansion and changes to the existing program while considering the evaluation of the program.</p>			

<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>9) Provide general and special education teachers, and administration an opportunity to participate in Data Digs and Accountability meetings through PLCs for grades K-EOC. PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>	2.6	Directors of Instructional Services Director of Assessment & Accountability Campus Administration	Teachers and administrators will use the data analyzed and implement strategies to address respective campus needs to see an increase in academic achievement.			
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>10) Encourage new hires and current staff to become ESL certified with district reimbursement of testing and certification costs. PL107-110 Sec. 2123(b)</p>		Director of Human Resources Principals	The district will meet state compliance of required ESL and bilingual requirements.			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 3</p> <p>11) Continue to monitor the fidelity of implementation of lead4ward strategies and training for instructional delivery and leadership support.</p> <ul style="list-style-type: none"> <li>-Instructional Field Guides</li> <li>-Leading Learning Series to include: implementation support, leadership coaching, Think Conference</li> <li>-Accountability Connect</li> <li>-Field Guides</li> <li>-Student Learning Reports</li> <li>-Content Snapshot</li> <li>-Instructional Strategies Playlist</li> <li>-Academic Vocabulary</li> <li>-IQ Analysis</li> <li>-Engaging Experiences</li> <li>-Frequency of Distribution by TEKS Cluster</li> <li>-Thinking Stems</li> <li>-TEKS Scaffold</li> </ul>		Assistant Superintendent of School Leadership Assistant Superintendent of C&I Directors of Instructional Support Principals Teachers	Teachers and administrators will use the lead4ward resources to implement strategies necessary to improve student performance on STAAR assessments.			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>12) Administer Curriculum Based Assessments in End of Course (EOC) for Algebra I, Biology, English I, English II, and US History and Interim Assessments for Algebra I, English I, and English II.</p>		Directors of Instructional Services Principals Teachers	Teachers and administrators will learn highly effective instructional strategies to increase student engagement and academic performance.			



<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>13) Provide staff development in effective instructional strategies to improve engagement and student performance. -Lead4ward -Kagan -Bilingual Instructional Support -Bill MacDonald PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>		<p>Directors of Instructional Services Principals Teachers</p>	<p>Teachers and administrators will learn highly effective instructional strategies to increase student engagement and academic performance.</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) Provide progress monitoring programs to include: -Think Through Math (TTM) (2-9) -Language Live -SHMOOP -Remind</p>		<p>Directors of Instructional Services District-wide Instructional Specialist Principals Gap Intervention Specialists Dean of Instruction Classroom Teachers</p>	<p>Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.</p>			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>15) Provide professional development in the ELPS Academy for new core content teachers. TEC 11.252(3)(F) TEC 11.252 (a)(3)(B)(iv)</p>		<p>Director of Federal and Special Programs Director of Human Resources Principals</p>	<p>Strategies from ELPS academy will be implemented and we will see an increase in EL student achievement.</p>			
<p align="center"><b>Targeted Support Strategy</b></p> <p>16) Provide professional development in Sheltered Instruction Observation Protocol (SIOP) to Secondary Teachers.</p>		<p>Director of Federal and Special Programs Principals</p>	<p>Strategies from the Sheltered Instruction Observation Protocol trainings will be implemented and we will see an increase in EL student achievement.</p>			
<p>17) Create and implement a New Teacher Mentoring program</p>		<p>Assistant Superintendent of C&amp;I Directors of Instructional Services Principals Teachers</p>	<p>Offer at least two opportunities for a Central Office and Campus administration to meet with new teachers to provide support and training</p>			
<p>18) Work with Justice of the Peace and Truancy Prevention Coordinator regarding truancy.</p>		<p>Directors of Instructional Support Principals</p>	<p>There will be a reduction in chronic absenteeism which will positively impact student achievement.</p>			
<p>19) Enhance curriculum through guest speakers and cooperative initiatives with local private, public entities, and Nepris.</p>		<p>Directors of Instructional Support Principals</p>	<p>Guest speakers from private and public entities will present to students to enhance curriculum.</p>			

20) Students will utilize Community in Schools to access community resources.		Counselors Community in Schools Counselors	Students placed in the Connections Program will utilize community resources provided through Community in Schools.			
Funding Sources: 199/24 or 30 - State Compensatory - 60000.00						
<b>Critical Success Factors</b> CSF 5	3.1, 3.2	Communications Officer	Increase in activities for parent and family engagement such as the CTE Showcase and Dual Credit Night.			
21) Analyze information from parent and student surveys and implement activities to strengthen parental and family engagement. Section 1116(a)(2)(B)						
22) Utilize appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, Schoolmessenger, Survey platforms, Remind, social media and mobile technology.		Communications Officer Principals Teachers	Community and Parent communication will be timely, positive, correct and often.			
23) Implement feedback tools (surveys) to determine best mechanism for communicating with each stakeholder group.		Communications Officer	Gather stakeholder feedback through effective and efficient communication mechanisms.			
24) Improve and standardize operating procedures for district communication across campuses.		Communications Officer	Standard operating procedures will be refined and shared across the district to improve communication across campuses.			
25) Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.		Directors of Instructional Services Director of Technology Principals	Increase student achievement through additional access to technology beyond the normal school hours.			
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1		Director of Federal and Special Programs Director of Technology Principals Teachers	Strengthen English competency and communication skills for EL students.			
26) Provide non-English speaking English Learners (EL) students access to an iPad assist with translation during the school day.						
<b>Critical Success Factors</b> CSF 6		Principal Dean of Instruction	Teachers will be able to share positive teaching strategies between departments			
27) Quarterly PLC's for faculty and staff to allow for networking, collaboration, and interaction between departments.						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1		Principal Special Education Department Head	Increase performance of Special Education students on EOC tests.			
28) Provide inclusion support for Special Education students in all core content areas.						

<p><b>Targeted Support Strategy</b></p> <p>29) Provide additional support (Practical Writing class) for 10th and 11th grade ELs students not meeting the state's standards.</p>		<p>Principal Dean of Instruction Classroom Teachers</p>	<p>Increase performance of EL students on EOC tests.</p>			
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2: The district will improve Early Childhood Readiness (PK-3)**

**Performance Objective 1:** The percent of students (K-3) meeting the NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year) will increase by 14%, from 49% to 63%, by 2023 on the NWEA MAP Growth evaluation.

**Evaluation Data Source(s) 1:** The NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year)

**Summative Evaluation 1:**

**Goal 2:** The district will improve Early Childhood Readiness (PK-3)

**Performance Objective 2:** The district will increase Pre-K enrollment by 45% of current enrollment (83 students), by the year 2023.

**Evaluation Data Source(s) 2:** Enrollment data for Pre-K

**Summative Evaluation 2:**

**Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.**






**Performance Objective 1:** The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase by 10% from 51% to 61% by 2023.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Comprehensive Support Strategy</b>                      1) Establish partnerships that provide opportunities for the district and partners to work together.                      TEC 11.253(d)9</p>		Chief Financial Officer Communications Officer Principals	Partnerships will be formed to enhance district and campus engagement.			

2) Utilize Communities in Schools (CIS) to access community resources.		HS Principal CIS Counselor	Students will utilize community resources through Communities in Schools staff and program.			
3) Increase the number and percentage of students participating in and scoring at or above criterion on entrance exams. TEC 11.252(4)		Director of Assessment & Accountability CTE Counselor HS Counselors	More students will be deemed college/career/military ready upon graduation and under the state accountability system.			
4) Conduct a post-graduate survey to evaluate the students' perceptions of preparedness for post-graduation life. TEC 11.252(4)		HS Counselors CTE Counselor Communications Officer	Data-set will be collected and analyzed for future planning and decision making.			
5) Utilize Career Cruising in grades 8 -12 to inventory career interests and inform students of available college and career opportunities. TEC 11.252(4) TEC 11.252(3)(G)		Directors of Instructional Services HS Counselors HS Diagnosticians HS Teachers	Inventory results will be reviewed and discussed during transitional meetings with students to make appropriate personal graduation plans.			
Funding Sources: 244 - Carl Perkins - 4000.00						
6) Monitor and evaluate the SAT prep class in grades 9-12. TEC 11.252(4)		Directors of Instructional Services Principals Counselors College and Career Counselor	SAT prep class will increase student performance on SAT exams.			
7) Counsel students to take exams for college entrance and college credit courses through dual-credit and concurrent enrollment. TEC 11.252(4)		Counselors College and Career Counselor	We will see an increase in participation in dual credit courses and CTE courses.			
8) Maintain a Memorandum of Understanding (MOU) with Institutes of Higher Education (IHE), and continue to offer Texas Success Initiative (TSI) remediation courses in reading and math. TEC 11.252(4)		Directors of Instructional Services Principals	Students will receive remediation in reading and/or math in order to help increase TSI scores.			
9) Improve college readiness by increasing the number of students attempting the AP exams. TEC 11.252(4)		Directors of Instructional Services Principals Counselors College and Career Counselor	We will increase student acquisition of college credits through AP exams and dual credit course completion.			
10) Improve college readiness by conducting an audit of the Advanced Placement (AP) Program. TEC 11.252(4)		Directors of Instructional Services Principals Counselors College and Career Counselor	Increase the number of students prepared to take the AP exam by auditing each AP course offered.			

11) Provide students access to SHMOOP for test prep assistance on Advanced Placement and EOC exams as well as the SAT, ACT, and TSI.		Directors of Instructional Services Principals Counselors College and Career Counselor	Increase the number of students prepared to take AP, SAT, ACT, and/or TSI exams.			
12) Analyze capacity and provide additional opportunities for students to complete CTE certification and increase total number of certifications acquired in the district.		Directors of Instructional Services Principals Counselors College and Career Counselor	Review data from facility capacity based on student enrollment in CTE courses and adjust accordingly in order to increase total number of certifications acquired in the district..			
13) Evaluate and review the effectiveness of the CTE programs in the district to ensure compliance and to include the coherent sequence of courses, appropriate funding, and adequate resources available.		Director of Federal and Special Programs	The district will see an increase in state funding.			
Funding Sources: 199/22- State Career & Technical - 88000.00, 244 - Carl Perkins - 29816.00						
14) Analyze career pathways of the CTE programs in the district and implement courses to create coherent sequences. TEC 11.252(3) TEC 29.081		Director of Federal and Special Programs HS Principal Career and College Counselor Counselors	Increase CTE funding as additional courses are added to the course offerings and increase opportunities for additional certifications.			
Funding Sources: 244 - Carl Perkins - 4350.00						
15) Continue offering courses that include a variety of career and technology, online and integrated courses.		Principal Dean of Instruction College and Career Readiness Counselor	Increase enrollment in CTE related courses.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.**

**Performance Objective 1:** The district will maintain compliance in all operational areas, with internal system audits performed as appropriate.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Ensure all students in required courses participate in a coordinated school health program that emphasizes moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles. TEC 11.253(d)(10)		School Health Advisory Committee (SHAC) Principals PE Teachers	Students will participate in moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.			
<b>Critical Success Factors</b> CSF 2 2) Monitor and evaluate intervention and enrichment programs/resources being implemented.		Director of Federal and Special Programs District Intervention Specialist Director of Special Education	The district will adopt a Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.			
3) Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices. TEC 11.253(d)(10)		Principals PE Teachers Health Teachers	Students' will make healthy choices through nutrition and health education in the schools.			
<b>Critical Success Factors</b> CSF 6 4) Provide counseling services on every campus to ensure students' social and emotional needs are being met. Include suicide prevention and conflict resolution. TEC 11.252(3)(B)(I) and (ii)		Counselors	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
5) Regularly Monitor discipline reports. TEC 11.252(3)(E)		Director of Special Education Principals	Discipline reports will be analyzed to reduce discipline infractions.			
6) Utilize School Resource Officers (SRO) and other staff and assemblies to provide prevention activities regarding dating violence, bullying and harassment. TEC 11.252(3)(B)(ii) TEC 37.0832		SROs Principals CIS Counselor	Students will be aware and educated in dating violence, bullying and harassment.			

<p>7) Review and inform staff and students (when appropriate) of district policies related to:</p> <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 TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831</li> </ul>		<p>Principals Counselors Paraprofessionals Teachers</p>	<p>Staff and student awareness of district policies related to dating violence, sexual abuse and other maltreatment of students, multi-hazard Emergency Operating Plan (MEOP), freedom from, bullying, allergy plan, suicide prevention, child abuse and sexual harassment.</p>			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>8) Support a safe learning environment by implementing strategies to decrease disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence. TEC 11.252(3)(E) TEC 11.252(3)(B)(iii)</p>		<p>Principals Counselors SROs</p>	<p>Disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence will be decreased.</p>			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>9) Continue to implement training and strategies district-wide to improve threat assessment and management, relationship building, leadership, safety and communication skills.</p>		<p>Assistant Superintendents Campus Administration Director of Safety and Security</p>	<p>Administrators and the CRISIS team will utilize techniques acquired during the training in order to strengthen communication between students, staff, families and communities.</p>			
<p>10) Strengthen campus safety and security programs for all campuses.</p>		<p>Assistant Superintendents Director for Safety &amp; Security Campus Administration</p>	<p>The district will add personnel to monitor entrances and exits to all district buildings. The district will continue to monitor needs and add equipment as needed.</p>			
<p>11) Conduct Exterior Facilities Assessments for all district facilities.</p>		<p>Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals District Directors</p>	<p>Gather monthly assessments from assigned staff that reviews district facilities for needs and enhancements.</p>			



12) Conduct landscape improvement plans for district facilities.		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals	Gather input from stakeholders, campus and district administration to determine needs to improve landscape layout of facilities			
13) CPR training for all seniors before graduation		Nurse Trainers Teachers	To comply with state mandate, all students will be trained in CPR before graduation.			
14) Random drug testings for students involved in extracurricular programs.		Principal	Decrease the number of students using alcohol or illegal drugs.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Establish partnerships that provide opportunities for the district and partners to work together. TEC 11.253(d)9

# State Compensatory

## Budget for Gregory-Portland High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6200 Professional and Contracted Services</b>		
199 e 36 6294 65 001 099 000	6296 Miscellaneous Contracted Services - Locally Defined	\$500.00
<b>6200 Subtotal:</b>		<b>\$500.00</b>
<b>6300 Supplies and Services</b>		
199 e 36 6399 65 001 099 000	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$1,000.00</b>
<b>6400 Other Operating Costs</b>		
199 e 36 6412 65 001 099 000	6410 Travel, Subsistence and Stipends	\$3,254.00
<b>6400 Subtotal:</b>		<b>\$3,254.00</b>

**Personnel for Gregory-Portland High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Del Toro	CIS Counselor	Communities in School	.5
Leticia Reyes	At Risk Counselor	DAEP/WLC	1.0

# Campus Funding Summary

199/22- State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	13			\$88,000.00
<b>Sub-Total</b>					\$88,000.00
<b>Budgeted Fund Source Amount</b>					\$88,000.00
<b>+/- Difference</b>					<b>\$0</b>
199/24 or 30 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$116,613.00
1	1	4			\$181,000.00
1	1	7			\$111,700.00
1	1	20			\$60,000.00
<b>Sub-Total</b>					\$469,313.00
<b>Budgeted Fund Source Amount</b>					\$469,313.00
<b>+/- Difference</b>					<b>\$0</b>
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$4,000.00
3	1	13			\$29,816.00
3	1	14			\$4,350.00
<b>Sub-Total</b>					\$38,166.00
<b>Budgeted Fund Source Amount</b>					\$38,166.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$595,479.00